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These materials attempt to illuminate some of the effects of the Wantagh FLES program on high school language work and on the attitudes of students, parents, teachers, and administrators. Analyses are made of the performances of Wantagh High School French students on the Modern Language Association (MLA) Cooperative Foreign Language Tests for levels 2-4 and of the foreign language "histories" of seniors. The major part of the evaluation presents summaries of responses to various opinion surveys--(1) high school graduates to the public school language program, (2) parents to the FLES program, (3) teachers to the FLES program, and (4) school administrators to the New York State Education Department Cooperative Review Instrument. Some program revisions are recommended, and data tables and graphs are provided. (AF)

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EVALUATION OF FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

WANTAGH PUBLIC SCHOOLS
WANTAGH, N.Y.

February 1968

FL 001 066

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We especially wish to acknowledge the efforts of the teachers, department chairmen, and administrators of the Wantagh Public Schools for their participation in this evaluation. We also wish to thank the many students and parents who gave so willingly of their time to complete the questionnaires.

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PREFACE

The Foreign Language Program in the Wantagh Elementary Schools was implemented in 1953. All children in grades four, five, and six in the four elementary schools receive instruction in either French or Spanish. These languages are taught on an alternating program, French starting in the fourth grade one year and Spanish starting in the fourth grade the following year. Classes, as they progress, maintain the language started in the fourth grade.

Instruction is given by language teachers possessing a native diction and fluency in the language. The approach is aural-oral with the foreign language spoken as exclusively as is possible. Children receive instruction twenty minutes per day, five days per week.

There is an evaluation at the end of the sixth grade, and recommendations are made as to whether or not children should continue their study of language in the seventh grade. Experience has shown that approximately sixty percent of the children are recommended for continuation of the language.

Since the inception of this program, attempts have been made to evaluate its effectiveness. In 1956, at the request of Dr. William Lawrence, Superintendent of Schools, Dr. Roy E. Mosher, Supervisor of Foreign Languages, New York State Education Department, made a supervisory visit to the Wantagh Public Schools. His report included commendations of both the organization of the Wantagh program, Grades 4 through 12, and the quality of the teaching staff.

In 1960, Dr. William Krum, Jr., Superintendent of Schools, requested Mr. Morton E. Spillinger, Supervisor of Foreign Languages, New York State Education Department, to visit our schools and assist in evaluating our program. His report commended the district on the program, the fluency of the teaching staff and the methodology employed. Recommendations in the report included employment of a chairman to give leadership to the program, grades 4 through 12; and initiation of a research program to determine comparative competence of pupils who had studied language in the elementary school with those who have had no previous experience.

In 1961, the Curriculum Committee of the Citizens Committee for the Wantagh Public Schools, chaired by Mr. Seymour Gold, submitted "A Report on Foreign Language in the Elementary School." Their recommendations included continuation of the FLES Program, more effective coordination among elementary and secondary school programs, and evaluation of the FLES Program.

In 1964, Dr. William Krum, Jr. requested Dr. Frederick Eddy, Professor of Linguistics at Georgetown University, Washington, D.C., to visit our Foreign Language classes, grades 4 through 12, and meet with teachers to answer questions relating to methods and materials used in our program.

During the 1966-67 school year an examination of the Foreign Language achievement of pupils in grades 7 and 8 was made in order to determine what percentage continued their study of language and to assess their achievement as measured by teacher grades.

In March 1967 the Board of Education authorized the Superintendent of Schools to initiate a comprehensive evaluation of the Foreign Language Program in the Wantagh Public Elementary Schools.

This publication describes the procedures employed and summarizes the results of this evaluation.

Walter R. Suess
Assistant Superintendent for
Curriculum and Instruction
February 1968

INTRODUCTION

The results of a study conducted during the Fall 1967 semester to evaluate the Wantagh Elementary School Foreign Language Program (FLES) in grades 4-6 are summarized in this report.

A number of approaches were employed in this evaluation study. One approach involved the administration of the MLA-Cooperative Foreign Language Tests to students presently enrolled in Levels II, III, and IV French. The achievement of students on each level on each of the subtests of the MLA Tests: listening, reading, writing, and speaking were summarized. In addition, scores on these subtests of students on each level who had not participated in the Wantagh FLES Program (NON-FLES groups) were compared with scores of "matched" students on each level who had participated in the Wantagh FLES Program (FLES groups). Groups were "matched" on the basis of sex and IQ scores.

A second approach involved the analyses of foreign language "histories" of students presently in the 12th grade of Wantagh High School. The foreign language programs, past and present, of these students were summarized along with selected aspects of the language achievement of these students.

A third approach involved the analyses of questionnaire responses of June 1966 graduates of Wantagh High School. Items in this questionnaire called for information about their foreign language programs in high school and in college, as well as for reactions of these graduates to aspects of the Wantagh Schools' foreign language program.

A fourth approach involved the analyses of opinionnaire responses of parents with children in grades 6, 8, and 10. The opinionnaire items were designed to sample parent reactions to the FLES program in the Wantagh Schools.

A fifth approach, similarly, involved the analyses of opinionnaire responses of selected groups of school personnel in the Wantagh Schools: teachers of grades 4, 5, and 6; FLES teachers; Junior and Senior High School foreign language teachers; guidance counselors; and school administrators. The opinionnaire items were designed to sample their reactions to and evaluations of the FLES program in the Wantagh Schools.

A final approach involved the summarization of the responses of selected administrative and supervisory personnel to the New York State Education Department Cooperative Review Instrument.

The following sections of this report include the findings which resulted from analyses based on each of these approaches:

<ins>Section 1</ins>: Analyses of MLA-Cooperative Foreign Language Tests for Level II, III, and IV students in French in Wantagh High School.

<ins>Section 2</ins>: Analyses of Foreign Language "Histories" of Wantagh High School Seniors.

<ins>Section 3</ins>: An Opinion Inventory of High School Graduates of the Foreign Language Program Offered in the Wantagh Public Schools.

<ins>Section 4</ins>: An Opinion Survey of Parents of the Foreign Language Program Offered in the Wantagh Public Schools.

<ins>Section 5</ins>: An Opinion Survey of Teachers of the Foreign Language Program Offered in the Wantagh Public Schools.

<ins>Section 6:</ins> Summary of Responses of School Administrators to New York State Education Department Cooperative Review Instrument.

<ins>Section 7</ins>: Recommendations for Revision of the Foreign Language Program in Wantagh.

Section 1: ANALYSES OF MLA-COOPERATIVE FOREIGN LANGUAGE TESTS FOR LEVEL II, III, AND IV STUDENTS IN FRENCH IN WANTAGH HIGH SCHOOL

The MLA-Cooperative Foreign Language Tests-French[1] were administered in November 1967 to 166 students presently enrolled in Level II French (II H, II A1, II B2, II C classes), 82 students presently enrolled in Level III French (III A, III C classes), and 34 students presently enrolled in Level IV French.

The MLA Tests-French are a series of tests of competence in the French language, providing separate measures of (1) listening, (2) reading, (3) writing, and (4) speaking. Form LA of the test was employed with the Level II and Level III students and form MA with the Level IV students. The raw scores of all the students on each level, on each of the four subtests, were obtained and converted to percentile ranks using appropriate norm tables.

The frequency distribution of percentile ranks on the four subtests of the MLA Tests-French for Level II students are presented in Table 1, for Level III students in Table 2 and for Level IV students in Table 3. In these tables, frequencies for FLES groups, for NON-FLES groups, and for the total group are presented.

FLES groups were comprised of students who had participated in the Foreign Language Program-French in Wantagh Elementary Schools during grades 4-6; NON-FLES groups were comprised of students who had not participated in this program.

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[1] Educational Testing Service; Princeton, New Jersey

Table 1

FREQUENCY DISTRIBUTION OF PERCENTILE RANKS ON SUBTESTS OF MLA-COOPERATIVE FOREIGN LANGUAGE TESTS-FRENCH FOR LEVEL II STUDENTS

FLES

Percentile Rank Range	1: Listening		2: Reading		3: Writing		4: Speaking	
	N	%	N	%	N	%	N	%
95-99+	68	54.0	63	50.0	50	39.7	81	70.4
90-94	33	26.2	34	27.0	34	27.0	22	19.1
80-89	11	8.7	19	15.0	29	23.0	9	7.8
70-79	2	1.6	4	3.2	7	5.5	1	.9
60-69	5	3.9			2	1.6	1	.9
50-59	4	3.2	2	1.6	2	1.6		
Below 50	3	2.4	4	3.2	2	1.6	1	.9
Totals	126	100.0	126	100.0	126	100.0	115	100.0
NON-FLES								
95-99+	3	7.5	5	12.5	4	10.0	7	19.4
90-94	6	15.0	2	5.0	2	5.0	8	22.2
80-89	6	15.0	9	22.5	5	12.5	9	25.0
70-79	3	7.5	4	10.0	5	12.5	5	13.9
60-69	5	12.5	8	20.0	9	22.5	3	8.3
50-59	8	20.0	3	7.5	3	7.5	2	5.6
Below 50	9	22.5	9	22.5	12	30.0	2	5.6
Totals	40	100.0	40	100.0	40	100.0	36	100.0
TOTAL GROUP								
95-99+	71	42.8	68	41.0	54	32.6	88	58.3
90-94	39	23.5	36	21.7	36	21.7	30	19.9
80-89	17	10.3	28	16.9	34	20.5	18	11.9
70-79	5	3.0	8	4.8	12	7.2	6	4.0
60-69	10	6.0	8	4.8	11	6.6	4	2.6
50-59	12	7.2	5	3.0	5	3.0	2	1.3
Below 50	12	7.2	13	7.8	14	8.4	3	2.0
Totals	166	100.0	166	100.0	166	100.0	151	100.0

Table 2

FREQUENCY DISTRIBUTION OF PERCENTILE RANKS ON SUBTESTS OF MLA-COOPERATIVE FOREIGN LANGUAGE TESTS-FRENCH FOR LEVEL III STUDENTS

	1: Listening		2: Reading		3: Writing		4: Speaking	
Percentile Rank Range	N	%	N	%	N	%	N	%
FLES								
95-99+	19	27.5	24	34.8	7	10.1	50	86.2
90-94	5	7.3	13	18.9	6	8.7	4	6.9
80-89	27	39.1	8	11.6	24	34.8	1	1.7
70-79	11	15.9	12	17.4	7	10.2	1	1.7
60-69	4	5.8	4	5.8	11	15.9	2	3.5
50-59	1	1.5	3	4.3	8	11.6		
Below 50	2	2.9	5	7.2	6	8.7		
Totals	69	100.0	69	100.0	69	100.0	58	100.0
NON-FLES								
95-99+					1	7.7	12	92.3
90-94			3	23.1	1	7.7		
80-89	7	53.8	2	15.4	1	7.7		
70-79	2	15.4	5	38.4				
60-69	2	15.4			7	53.8		
50-59			1	7.7	2	15.4	1	7.7
Below 50	2	15.4	2	15.4	1	7.7		
Totals	13	100.0	13	100.0	13	100.0	13	100.0
TOTAL GROUP								
95-99+	19	23.2	24	29.3	8	9.8	62	87.4
90-94	5	6.0	16	19.5	7	8.5	4	5.6
80-89	34	41.5	10	12.2	25	30.5	1	1.4
70-79	13	15.9	17	20.7	7	8.5	1	1.4
60-69	6	7.3	4	4.9	18	22.0	2	2.8
50-59	1	1.2	4	4.9	10	12.2	1	1.4
Below 50	4	4.9	7	8.5	7	8.5		
Totals	82	100.0	82	100.0	82	100.0	71	100.0

Table 3

FREQUENCY DISTRIBUTION OF PERCENTILE RANKS ON SUBTESTS OF MLA-COOPERATIVE FOREIGN LANGUAGE TESTS--FRENCH FOR LEVEL IV STUDENTS

	1: Listening		2: Reading		3: Writing		4: Speaking	
Percentile Rank Range	N	%	N	%	N	%	N	%
FLES								
95-99+	7	25.0	8	28.5	10	35.7	23	92.0
90-94	3	10.7	9	32.1	5	17.9	1	4.0
80-89	10	35.7	2	7.2	9	32.1	1	4.0
70-79	6	21.4	5	17.8				
60-69					4	14.3		
50-59	1	3.6	2	7.2				
Below 50	1	3.6	2	7.2				
Totals	28	100.0	28	100.0	28	100.0	25	100.0
NON-FLES								
95-99+							4	80.0
90-94					1	16.6		
80-89	3	50.0	1	16.7	1	16.7		
70-79							1	20.0
60-69	1	16.7	2	33.3	1	16.7		
50-59			2	33.3	1	16.7		
Below 50	2	33.3	1	16.7	2	33.3		
Totals	6	100.0	6	100.0	6	100.0	5	100.0
TOTAL GROUP								
95-99+	7	20.6	8	23.5	10	29.4	27	90.0
90-94	3	8.8	9	26.5	6	17.6	1	3.3
80-89	13	38.2	3	8.8	10	29.4	1	3.3
70-79	6	17.6	5	14.7			1	3.4
60-69	1	3.0	2	5.9	5	14.7		
50-59	1	3.0	4	11.8	1	3.0		
Below 50	3	8.8	3	8.8	2	5.9		
Totals	34	100.0	34	100.0	34	100.0	30	100.0

Inspection of these tables reveals that at every level, on every subtest, more than 90 percent of the total groups scored above the median or 50th percentile. Moreover:

(a) on the Listening subtest, 66.3% of the Level II students scored in the top decile (percentile rank of 90 or better); 29.2% of Level III students were in the top decile; and 29.4% of Level IV students were in the top decile;

(b) On the Reading subtest, 62.7% of the Level II students, 48.8% of Level III students, and 50.0% of Level IV students scored in the top decile;

(c) on the Writing subtest, 54.3% of the Level II students; 18.3% of Level III students, and 47.0% of Level IV students scored in the top decile; and

(d) on the Speaking subtest, 78.2% of the Level II students; 93% of Level III students, and 93.3% of Level IV students scored in the top decile.

Inspection of Tables 1, 2 and 3 also yields comparative data concerning the FLES and NON-FLES subgroups. There seems to be a tendency for the FLES groups to score higher on each subtest on each level. However, caution must be used in the interpretation of these "observable" trends, since it cannot be assumed that the FLES and NON-FLES groups are comparable except that one group participated in foreign language study in grades 4-6, while the other did not. Even a very cursory review of other data, especially IQ scores of the students in the two groups, yields what seem to be great differences in the make-up of the groups, at each level.

As a result, if comparisons are to be made between FLES and NON-FLES groups at each level, they must be made between FLES and NON-FLES groups which have been matched at least on the basis of IQ.

As a result, for this study, NON-FLES boys and girls at each level were identified; FLES students on the same level, of corresponding sex and with equivalent IQs were "matched" to these NON-FLES students and then comparisons were made between the four subtest scores of these students on each level.

Forty NON-FLES students were identified in Level II courses, 13 in Level III courses, and 6 in Level IV courses. On Level II there were 29 girls and 11 boys who had not participated in the Wantagh FLES program; on Level III, 8 girls and 5 boys; on Level IV, 4 girls and 2 boys. It was not possible to "match" three of the Level II NON-FLES girls with Level II FLES girls on the basis of IQ; therefore, the analyses for Level II were based on the scores of 26 girls and 11 boys. On each level, the same number of boys and girls with "matching" IQ scores were selected from among FLES students.

Comparisons for Level II groups were made separately for boys and girls for each subtest, but the small numbers in the Level III and Level IV groups made it necessary to combine the scores of boys and girls for analyses.

The 26 "matched" NON-FLES Level II girls had an average IQ of 112.8; the 26 corresponding FLES girls, 113.4. The 11 NON-FLES Level II boys had an average IQ of 110.5; the 11 corresponding FLES boys had an average IQ of 109.8. On Level III, the total NON-FLES group average IQ was 117.1; the corresponding total FLES group average IQ was 117.7. And on Level IV the "matched" NON-FLES and FLES groups had average IQs of 115.1 and 115.3, respectively. These averages are indicative of the closeness of the FLES and NON-FLES groups on the IQ variable, as measured by the Otis test (IQ scores were taken from cumulative records of the students.)

Comparisons were made between the scores of the NON-FLES and matched FLES groups on each level for each of the four subtests of the MLA Tests. Comparisons of subtest scores were based on a procedure designed to determine the significance of the difference between the mean scores (averages) of "matched groups." This procedure yields a "t-value" which can be "large" and termed significant at a given level of significance or "small" and termed non-significant. How large a t-value must be to be termed significant depends in part on the size of the groups involved (as reflected in df); minimum values of t needed for significance at various levels of significance (.05, .01, .001) as the size of the group varies, are available in tables. Although a t-value significant at either .05, .01, or .001 level is usually considered as indicative of a "real" difference between the means under study, more confidence would be placed on a difference significant at the .01 level, and most on a difference significant at the .001 level. A mean difference which yields a significant t-value is termed significant or "real"; in such a case, the difference between the means is probably not due to chance factors, but rather to some other operative condition(s). A mean difference which yields a non-significant t-value is termed non-significant, a "chance" difference.

The results of the comparisons of means for FLES and NON-FLES groups for each subtest are presented in Tables 4, 5, and 6 for Levels II, III, and IV, respectively.

Table 4

SUMMARY OF T-TEST ANALYSES OF MEAN SCORES OF FLES AND NON-FLES GROUPS ON SUBTESTS OF *MLA TESTS*: LEVEL II GROUPS

Subtest	Group	N	Mean Scores	Mean Diff.	SD D	t	df	Level of Signif.
1	NON-FLES girls	26	20.2	6.7	1.67	4.01	25	.001
	FLES "	26	26.9					
1	NON-FLES boys	11	15.9	6.1	1.35	4.51	10	.01
	FLES "	11	22.0					
2	NON-FLES girls	26	21.3	7.7	1.70	4.50	25	.001
	FLES "	26	29.0					
2	NON-FLES boys	11	18.5	4.7	2.21	2.14	10	NS
	FLES "	11	23.3					
3	NON-FLES girls	26	32.5	16.2	3.95	4.11	25	.001
	FLES "	26	48.7					
3	NON-FLES boys	11	24.9	16.4	5.70	2.87	10	.05
	FLES "	11	41.3					
4	NON-FLES girls	23	42.0	7.7	2.28	3.38	22	.01
	FLES "	23	49.7					
4	NON-FLES boys	10	40.3	7.4	2.48	2.98	9	.05
	FLES "	10	47.7					

Subtest 1 - Listening
2 - Reading
3 - Writing
4 - Speaking

Table 5

SUMMARY OF T-TEST ANALYSES OF MEAN SCORES OF FLES AND NON-FLES GROUPS ON SUBTESTS OF MLA TESTS: LEVEL III GROUPS

Subtest	Group	N	Mean Scores	Mean Diff.	SD D	t	df	Level of Signif.
1	NON-FLES	13	26.5	2.0	2.35	<1	12	NS
	FLES	13	28.5					
2	NON-FLES	13	32.0	1.5	2.72	<1	12	NS
	FLES	13	30.5					
3	NON-FLES	13	52.2	.3	4.75	<1	12	NS
	FLES	13	51.9					
4	NON-FLES	13	50.2	1.3	2.62	<1	12	NS
	FLES	13	51.5					

Table 6

SUMMARY OF T-TEST ANALYSES OF MEAN SCORES OF FLES AND NON-FLES GROUPS ON SUBTEST OF MLA TESTS: LEVEL IV GROUPS

Subtest	Group	N	Mean Scores	Mean Diff.	SD D	t	df	Level of Signif.
1	NON-FLES	6	18.2	6.3	2.10	3.01	5	.05
	FLES	6	24.5					
2	NON-FLES	6	19.3	7.0	3.93	1.78	5	NS
	FLES	6	26.3					
3	NON-FLES	6	41.3	18.5	5.65	3.27	5	.05
	FLES	6	59.8					
4	NON-FLES	5	51.8	2.8	4.42	<1	4	NS
	FLES	5	54.6					

Subtest 1 - Listening
2 - Reading
3 - Writing
4 - Speaking

The t-test analyses of the data for Level II students indicates that the mean differences between the FLES and NON-FLES girl groups were all significant at the .01 or .001 level. In each of the subtests: listening, reading, writing and speaking, the FLES girls scored significantly higher than the NON-FLES girls. There were similar trends evident from the data of the FLES and NON-FLES groups,(boy) but not nearly as strong. On the listening test, the FLES boys scored significantly higher than the NON-FLES boys at the .01 level; on the writing and speaking tests; the FLES boys scored significantly higher than the NON-FLES boys at the .05 level; and on the reading test, although the obtained t-value approached significance [2], it was not large enough to be termed significant, and a non-chance difference between the FLES and NON-FLES boys on this test must be concluded.

The obtained t-values for the Level III subtest data were all non-significant. On the listening, reading, writing, and speaking tests the means of the NON-FLES group and the FLES group were not significantly different; both groups scored "equally" on every test. Any observed differences could easily be attributed to chance fluctuations.

The t-test analyses of the Level IV students yielded two non-significant values and two values significant at the .05 level. The mean scores of the FLES and NON-FLES groups on the reading and speaking tests were not significantly different; their mean scores on the listening and writing tests, however, were significantly different at the .05 level of significances. These findings should be interpreted with caution, because of the few students involved.

In general, the clearest indications from these comparisons would seem to be:

(a) FLES girls on Level II scored higher than NON-FLES girls on Level II on the MLA Tests in listening, reading, writing, and speaking.

(b) There are no differences between the MLA Test scores of FLES and NON-FLES groups on Level III.

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[2] With df=10, a $t \geq 2.23$ is necessary for significance at the .05 level.

Section 2: ANALYSES OF FOREIGN LANGUAGE "HISTORIES" OF WANTAGH HIGH SCHOOL SENIORS

The foreign language "histories" of 382 [1] members of the Class of June 1968 of Wantagh Senior High School were obtained from their cumulative records. Data collected included information about students' grades 4-6 foreign language programs, students' grades 7-8 foreign language programs, and students' grades 9-12 foreign language programs.

As a result of initial analyses of these foreign language histories, there emerged twelve subgroups of students based on whether or not students had participated in FLES (Spanish) in grades 4-6; whether or not students had received credit for Level I Spanish in grades 7-8; and whether students took Spanish, did not take Spanish but took another foreign language, or did not take any foreign language in grades 9-12. The foreign language program characteristics of each of these twelve subgroups is shown in Table 1, along with the numbers of students who were in each category.

Table 1

Summary of Foreign Language Programs of Class of June 1968

	Program Characteristics							
Group Des.	FLES Spanish	NON-FLES	Gr.7-8 Level 1 Sp. Cr.	No Gr.7-8-Lev.1 Sp. Cr.	Spanish Gr.9-12	No Sp. "Other Lang." Gr.9-12	No For. Lang. Gr.9-12	N
I	x		x		x			104
II	x		x			x		15
III	x		x				x	2
IV	x			x	x			25
V	x			x		x		16
VI	x			x			x	47
ALL FLES								209
VII		x	x		x			26
VIII		x	x			x		7
IX		x	x				x	3
X		x		x	x			29
XI		x		x		x		52
XII		x		x			x	56
ALL NON-FLES								173
TOTAL								382

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[1] "Histories" of 389 seniors were obtained but seven of these were omitted from analyses: 4 accelerated students who had FLES in French and 3 very recent transfers to Wantagh Senior High School.

Of the 382 records studied, 209 (54.7%) gave evidence of student participation in the FLES Spanish program in grades 4-6 (FLES group); and 173 (45.3%) indicated student non-participation in foreign language programs in grades 4-6 (NON-FLES group).

Of the 209 students who had participated in the FLES program, 121 (57.9%) received credit for Level I Spanish in grades 7-8; 88 (42.1%) did not. Of the 121 FLES students who received credit for Level I Spanish in grades 7-8:

(a) 104 (86.0%) continued with Spanish in grades 9-12 and completed successfully at least one year of Spanish in grades 9-12;[2]

(b) 15 (12.4%) did not continue with Spanish in grades 9-12, but did include a foreign language other than Spanish in their programs; and

(c) 2 (1.6%) took no foreign language in grades 9-12 or did not successfully complete any foreign language course in grades 9-12.

Of the 88 FLES students who had participated in the FLES program, but did not receive credit for Level I Spanish in Grades 7-8:

(a) 25 (28.4%) "returned" to a study of Spanish in grades 9-12;

(b) 16 (18.2%) took foreign language other than Spanish in grades 9-12; and

(c) 47 (53.4%) took no foreign language in grades 9-12 or did not successfully complte any foreign language course in grades 9-12.

Of the 173 students in the NON-FLES group, 36 (20.8%) received credit for Level I Spanish in grades 7-8; 137 (79.2%) did not. Of the 36 NON-FLES students who received credit for Level I Spanish in grades 7-8:

(a) 26 (72.2%) continued with Spanish in grades 9-12 and completed successfully at least one year of Spanish in grades 9-12;[3]

(b) 7 (19.5%) did not continue with Spanish in grades 9-12, but did include a foreign language other than Spanish in their programs; and

(c) 3 (8.3%) took no foreign language in grades 9-12 or did not successfully complete any foreign language course in grades 9-12.

Of the 137 NON-FLES students who did not receive Level I Spanish credit in grades 7-8:

(a) 29 (21.1%) took Spanish in grades 9-12;

(b) 52 (38.0%) took foreign language other than Spanish in grades 9-12; and

(c) 56 (40.9%) took no foreign language in grades 9-12 or did not successfully complete any foreign language course in grades 9-12.

[2] Students in the language A_1 A_2 or B_1 B_2 track do not receive Level II credit for only one year (A_1 or B_1) of study.

[3] See footnote [2]

These data are presented in tabular form in Table 2:

Table 2

FOREIGN LANGUAGE HISTORIES OF CLASS OF JUNE 1968 BY CATEGORIES BASED ON GRADES 4-8, 7-8, 9-12 LANGUAGE PROGRAMS

	Grade 7-8 Level I Spanish Credit						Grade 7-8 No Level I Spanish Credit					
	FLES		NON-FLES		TOTALS		FLES		NON-FLES		TOTALS	
Gr. 9-12 Program	N	%	N	%	N	%	N	%	N	%	N	%
Spanish	104	86.0	26	72.2	130	82.8	25	28.4	29	21.1	54	24.0
"Other"	15	12.4	7	19.5	22	14.0	16	18.2	52	38.0	68	30.2
No Lang.	2	1.6	3	8.3	5	3.2	47	53.4	56	40.9	103	45.8
Totals	121	100.0	36	100.0	157	100.0	88	100.0	137	100.0	225	100.0

Chi-square analyses were employed both with the data of the "Gr.7-8 Level I Spanish Credit" group and with the data of the "Gr.7-8 No Level I Spanish Credit" group to determine the degree of association between membership in FLES or NON-FLES groups and language selected for study in grades 9-12. In other words, in both the "Gr.7-8 Credit" and "Gr. 7-8 No Credit" groups was there a difference in the patterns of foreign language program selection for grades 9-12 of students who had participated in the FLES Spanish program in grades 4-6 and those who had not.

The chi-square procedures utilized are based on the comparisons of the actual numbers (frequencies) of FLES and NON-FLES students who took Spanish, some other foreign language, or no language in grades 9-12 with frequencies "expected" on the basis of no difference in pattern. The later frequencies, in turn, are based on row and column sums (marginal totals). If the differences between the actual frequencies and the "expected" frequencies are "small", then the chi-square value obtained would be "small" and termed non-significant. If the differences between the actual and "expected" frequencies are "large", the obtained chi-square value would be "large" and termed significant at a given level of significance. Probability tables exist which list minimum values of chi-square needed for significance at a given level of significance under varying conditions. Significance levels of .05, .01, or .001 are usually listed. Differences significant at any of these levels are usually accepted as "real" differences for most purposes of educational research; most confidence, however, would be placed in a difference significant at the .001 level. Differences which yield chi-square values which are not large enough to be significant at least at the .05 level, are considered non-significant; in such cases, the observed differences between actual and "expected" frequencies are considered to be chance fluctuations and not indicative of "real" differences.

The obtained chi-square value for the data of the "Gr. 7-8 No Level I Spanish Credit" columns of Table 2, was not significant. The patterns of foreign language program selection in grade 9-12 for the FLES and NON-FLES subgroups were similar. Of students who received credit for Level I Spanish in grades 7-8, both FLES and NON-FLES, the greatest percentage continued with Spanish in Grades 9-12; a rather moderate percentage took foreign languages other than Spanish in grades 9-12, and a small percentage took no foreign language in grades 9-12.

The obtained chi-square value for the data of the "Gr. 7-8 Level I Spanish Credit" columns of Table 2, was significant at the .01 level of significance. The patterns of foreign language program selection in grade 9-12 for the FLES and NON-FLES subgroups differed significantly. Basically the same percentage of students in the FLES and NON-FLES subgroups selected Spanish in grades 9-12, but the percentage of FLES and NON-FLES students who selected languages other than Spanish in grades 9-12 and those who took no foreign language in grades 9-12 differed significantly. The majority of FLES students who did not receive credit for Level I Spanish in grades 7-8 took no foreign language in grades 9-12 or did not successfully complete any foreign language course. Of the NON-FLES group, with no grade 7-8 Level I Spanish credit, a moderate percentage selected Spanish in grades 9-12, and the remaining majority about equally took a foreign language other than Spanish and no foreign language in grades 9-12.

The data gathered for the language histories allowed for additional types of analyses. Onesuch analyses was made to determine "how much" foreign language credit members of this senior class had accumulated in their years in the Wantagh Schools; in particular, (1) "how much" Spanish by those in various categories who had selected Spanish in grades 9-12, and (2) "how much" total language credit had been earned by all the students.

The survey of earned Spanish credit was based on the analysis of the language histories of all students who had selected Spanish in grades 9-12. These included FLES and NON-FLES students, some who had received grade 7-8 Level I Spanish credit and some who had not:

Group I : FLES, Gr. 7-8 Level I credit
Group IV : FLES, no Gr. 7-8 Level I credit
Group VII : NON-FLES, Gr. 7-8 Level I credit
Group X : NON-FLES, no Gr. 7-8 Level I credit

It was feasible to limit this survey to earned credits in Spanish, simply because the numbers of students involved in analyses of other foreign languages - German, French, and/or Latin - were too small for meaningful breakdown and analyses.

The successfully completed level of Spanish for students in each of these subgroups were tallied and the summary of the results of the tallies are presented in Table 3.

Table 3

NUMBERS OF STUDENTS, IN SELECTED CATEGORIES, WHO SUCCESSFULLY COMPLETED EACH LEVEL OF SPANISH

	Level I	Level II	Level III	Level IV	Level V
Group I	104	90	79	35	
			5*	34*	21*
Group IV	25	6	2		
		9*	2*		
Group VII	26	26	25	10	
				8*	5*
Group X	29	15	4		
		13*	5*	4*	
Totals	184	137	110	45	
		22*	12*	46*	26*

* course in progress

Assuming that students presently enrolled in the courses as noted in Table 3 successfully complete these courses, the following tabulations result:

Group I: Of the 104 students in this category, 86.5% (90) earned credit for Level II[4]; 80.8% (84), for Level III; 66.3% (69), for Level IV; and 20.2% (21), for Level V.

Group IV: Of the 25 students in this category, 60% (15) earned credit for Level II; 16% (4), for Level III.

Group VII: Of the 26 students in this category, 100% (26) earned credit for Level II; 96.2% (25), for Level III; 69.2% (18), for Level IV; 19.2% (5), for Level V.

Group X: Of the 29 students in this category, 62.1% (18), earned credit for Level II; 31.0% (9), for Level III; 13.8% (4) for Level IV.

Group I : FLES, Gr. 7-8 Level I credit
Group IV : FLES, no Gr. 7-8 Level I credit
Group VII: NON-FLES, Gr. 7-8 Level I credit
Group X : NON-FLES, no Gr. 7-8 Level I credit

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[4] The other 14 members of this group completed Spanish A1 or B1, but not A2 or B2; Level II credit is not given unless both A1 and A2 or B1 and B2 have been successfully completed.

Chi-square analysis of these data were performed to determine the significance of differences of (1) the earned credit language patterns of FLES and NON-FLES students who had received gr. 7-8 Level I credit and (2) the patterns of FLES and NON-FLES students who had not received gr. 7-8 Level I credit. In both cases the obtained chi-square values were not significant. The earned credit language patterns of FLES and NON-FLES students who had received gr. 7-8 Level I credit were similar. Similar proportions of the FLES and NON-FLES groups who had received credit for Level I in grades 7-8, earned credit in succeeding levels of Spanish. Observed differences in patterns could be easily attributed to chance. The earned credit language patterns of FLES and NON-FLES students who did not receive Gr. 7-8 Level I credit were also similar. Similar proportions of the FLES and NON-FLES groups that had not received credit for Level I in grades 7-8, had earned credit in succeeding levels of Spanish. Observed differences in patterns were due to chance factors.

In answer to the question "how much" total language credit had been earned by all the students, a "total language index" was obtained for each student in each group based on completed credits in all foreign languages. Courses in progress were counted in the index as completed. A summary of this survey is presented in Table 4. In this table the number of students in each group who have total language credit ranging from 0 to 8 are noted, along with the average (mean) total language credit for each group.

Table 4

SURVEY OF EARNED TOTAL LANGUAGE CREDIT
FOR CLASS OF JUNE 1968, BY CATEGORY

	Number of Earned Credits										Group
	0	1	2	3	4	5	6	7	8	Totals	Means
Group I		8	9	19	40	21	4	1	2	104	3.8
" II				3	6	6				15	4.2
" III		2								2	1.0
" IV		7	13	4	1					25	2.0
" V		1	10	3	2					16	2.4
" VI	47									47	0.0
" VII			1	6	10	7	1		1	26	4.2
" VIII			2	3	1	1				7	3.1
" IX		3								3	1.0
" X		2	17	6	4					29	2.6
" XI		9	15	11	13	2	2			52	2.8
" XII	56									56	0.0
Totals	103	32	67	55	77	37	7	1	3	382	

Inspection of the group means in Table 4 indicated:

(1) Three groups had average total earned credits of approximately 4 units: the FLES and non-FLES groups that had received Level I Spanish credit in grades 7-8 and had continued in Spanish in grades 9-12 (groups I and VII); and the FLES group that had received Level I Spanish credit in grades 7-8, but had switched to other foreign language in grades 9-12 (group II).

(2) The NON-FLES group that had received Level I Spanish credit in grades 7-8 but had switched to other foreign languages in grades 9-12 (group VIII) had an average total earned credit of approximately 3 units.

(3) FLES groups and NON-FLES groups that had received no credit for Level I Spanish in grades 7-8 but had taken foreign language in grades 9-12 (groups IV, V, X, XI) (either Spanish or other languages) had means which ranged from 2.0-2.8; averaging on the whole about 2½ units.

(4) Those groups of students who did not take any foreign language in grades 9-12 (III, VI, IX, XII) had means of either 1.0 or 0.0 depending upon whether they had received credit for Level I Spanish in grades 9-12 or not.

FLES - Group 1-6
NON-FLES - Group 7-8

A final analysis of the data in the language histories of this senior group involved a survey of teacher-assigned grades in Spanish at each level for all groups who had taken and received credit for varying levels of Spanish in grades 9-12. Since teacher assigned grades were not available for courses in progress, only grades in levels actually completed were tallied. Also, here again, this survey is limited to a survey of grades in Spanish because the numbers of students in German, French, or Latin were comparatively small and did not lend themselves readily to meaningful analysis.

A summary of the findings of this level by level analyses is presented in Table 5. It should be noted: (1) that level I grades of groups I and VII were assigned by Spanish teachers in grades 7-8, while those of group IV and X were assigned by Spanish teachers in grades 9-12; level II grades were earned by students in Spanish HII, A2II,[5] and CII courses; level III grades were earned by students in Spanish HIII, AIII, and CIII courses; and finally, grades of B+ and B were enumerated under "grade B", grades of C+ and C were enumerated under "grade C".

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[5] Students in the A1A2 track, receive grades for A1 and for A2; only the A2 grades were surveyed here.

Table 5

SURVEY OF TEACHER ASSIGNED GRADES IN LEVEL I, II, III AND IV SPANISH TO STUDENTS IN SELECTED CATEGORIES

	Level I		Level II		Level III		Level IV	
Group I	N	%	N	%	N	%	N	%
A	15	14.4	12	13.3	14	17.7	13	37.1
B	40	38.5	42	46.7	35	44.3	15	42.8
C	31	29.8	29	32.2	28	35.5	6	17.2
D	18	17.3	7	7.8	2	2.5	1	2.9
Totals	104	100.0	90	100.0	79	100.0	35	100.0
Group IV								
A	2	8.0	0	0.0	0	0.0		
B	4	16.0	1	16.7	0	0.0		
C	10	40.0	4	66.6	0	0.0		
D	9	36.0	1	16.7	2	100.0		
Totals	25	100.0	6	100.0	2	100.0		
Group VII								
A	5	19.2	5	19.2	3	12.0	1	40.0
B	12	46.2	10	38.5	16	64.0	2	50.0
C	7	26.9	10	38.5	6	24.0	1	10.0
D	2	7.7	1	3.8	0	0.0	0	0.0
Totals	26	100.0	26	100.0	25	100.0	4	100.0
Group X								
A	4	13.8	0	0.0	1	25.0		
B	9	31.0	3	20.0	2	50.0		
C	8	27.6	9	60.0	1	25.0		
D	8	27.6	3	20.0	0	0.0		
Totals	29	100.0	15	100.0	4	100.0		
All Groups								
A	26	14.1	17	12.4	18	16.4	17	37.8
B	65	35.3	56	40.9	53	48.2	20	44.4
C	56	30.5	52	38.0	35	31.8	7	15.6
D	37	20.1	12	8.8	4	3.6	1	2.2
Totals	184	100.0	137	100.0	110	100.0	45	100.0

Group I : FLES, Gr. 7-8 Level I credit
Group IV : FLES, no Gr. 7-8 Level I credit
Group VII : NON-FLES, Gr. 7-8 Level I credit
Group X : NON-FLES, no Gr. 7-8 Level I credit

When chi-square analyses were applied to the data of all groups combined, to determine if the patterns of grading were similar from level to level, the obtained chi-square value was significant at the .001 level of significance. This indicated that the grading patterns from level to level were significantly different. Compared to expected frequencies based on marginal frequencies:

(a) on level I, more D's and fewer B's than expected were awarded;
(b) on level II, more C's and fewer A's and D's than expected were awarded;
(c) on level III, more B's and fewer D's than expected were awarded; and
(d) on level IV, more A's and fewer C's and D's than expected were awarded.

Stated another way: (a) on level I, marks tended to be lower than on the average for all levels; on level II, there were fewer marks at the extremes; on levels III and IV, marks tended to be higher. These trends are probably to be expected, since fewer students - generally, the more able in language - go on to higher levels.

A further series of chi-square analyses were also performed to determine if the patterns of grades attained by students in the FLES and NON-FLES groups differed significantly. The patterns of grades of FLES and NON-FLES groups who had received level I credit in grades 7-8 for level I, level II and level III[6] were compared. In each case, the obtained chi-square values were not significant, indicating that there were no significant differences in the patterns of grades awarded to those FLES and NON-FLES groups on those levels. The level I[7] patterns of grades of FLES and NON-FLES students who had not received credit for level I in grades 7-8 were also compared and found to be non-significantly different. In general then, these FLES and NON-FLES groups tended to receive proportionally the same number of A's, B's, C's and D's at each level of Spanish.

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[6] The frequencies involved for level IV were not large enough for meaningful chi-square analysis.

[7] The level II and level III frequencies were not large enough for meaningful analyses.

Section 3: SUMMARY OF RESPONSES TO AN OPINION INVENTORY OF HIGH SCHOOL GRADUATES OF THE FOREIGN LANGUAGE PROGRAM OFFERED IN THE WANTAGH PUBLIC SCHOOLS

An opinion survey [1] on the Foreign Language Program offered in the Wantagh Public Schools was mailed to 223 members of the June 1966 class of Wantagh Senior High School. Seventy-eight (35.0%) of these graduates completed and returned these opinion surveys.

Responses to Items A, B and C of the opinion survey yielded the following data: Of the 78 graduates who returned opinionnaires,

(a) 48 had participated in the FLES program while attending Wantagh elementary schools and had continued with some foreign language in grades 7-8 and 9-12;

(b) 23 had not participated in the Wantagh FLES program, nor had they taken foreign language in grades 7-8; but had some foreign language in grades 9-12;

(c) 3 had participated in the Wantagh FLES program, but did not continue with foreign language in grades 7-8 or 9-12;

(d) 2 had not participated in the Wantagh FLES program, but had taken foreign language in grades 7-8 and 9-12; and

(e) 2 had taken no foreign language in either grades 4-6, 7-8, or 9-12.

The responses of only the first two of these groups of respondents, (a) and (b), are summarized and analyzed in this section; the small number of respondents in the other three categories, (c), (d), and (e), precluded any meaningful analyses of their responses.

In the summaries and analyses which follow, the 48 respondents who indicated that they had taken Spanish in elementary school and in grades 7-8 are referred to as the "FLES Group"; the 23 respondents who indicated that they had taken no foreign language in grades 4-6, and 7-8 are referred to as the "NON-FLES Group". Respondents' answers to item C made it possible to compare the high school foreign language records of students in these FLES and NON-FLES groups.

Of the 48 respondents in the FLES group, forty-three continued with Spanish (their FLES language) in grades 9-12. Twenty of these 43, took only Spanish in grades 9-12, while 23 took a second foreign language along with their Spanish. The remaining five of the 48, took no Spanish in grades 9-12, but switched to a foreign language other than their FLES language. A summary of the foreign language records of these 48 FLES respondents is presented in Table 1. "Other" foreign languages in this and following tables refers to either Latin, German, or French.

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[1] See Appendix A

Table 1

SUMMARY OF FOREIGN LANGUAGE RECORDS OF FLES GROUP RESPONDENTS

Categories Based on Foreign Language Programs in Grades 9-12	Totals	Highest Successfully Completed Level of Language I	II	III	IV	V
Took only Spanish	20	0	3	7	6	4
Took Spanish and "Other" Foreign Language						
Spanish	23	3	4	8	6	2
"Other"Foreign Lang.		4	10	8	1	0
Took No Spanish, Only "Other"	5	0	2*	3*	1	0

*One student in this sub-group took two foreign languages other than Spanish.

From the responses to Item C, it is also possible to obtain a picture of the total foreign language units completed by the respondents in this group:

Total Units	1	2	3	4	5	6	7	8
# of Students	0	4	10	11	14	7	1	1

Thus it can be determined that respondents in this FLES group averaged total foreign language credits of 4.4 units.

On the 23 respondents in the NON-FLES group, 9 took French in grades 9-12; 7, German; 1, Spanish; and 6, combinations of two of these languages. A summary of the language records of these 23 respondents is presented in Table 2.

Table 2
SUMMARY OF FOREIGN LANGUAGE RECORDS OF NON-FLES GROUP RESPONDENTS

Categories Based on Foreign Language Programs in Grades 9-12		Highest Successfully Completed Level of Language			
	Totals	I	II	III	IV
Took French only	9	0	2	5	2
Took German only	7	0	1	2	4
Took Spanish only	1	0	1	0	0
Took Two Foreign Lang.					
(French	3	0	0	2	1
(Latin		1	2	0	0
(German	2	0	1	1	0
(Latin		1	0	1	0
(Spanish	1	0	0	0	1
(Latin		1	0	0	0

The total foreign language units for the respondents in this NON-FLES group:

Total Units	1	2	3	4	5
# of Students	0	4	7	8	4

Respondents in this group averaged total foreign language credits of 3.5 units.

Items D through I in the Opinion Survey involved questions about the College foreign language programs and plans of the respondents. For analyses most pertinent to this study, these data were employed to determine the extent to which respondents in the FLES and NON-FLES groups continued in college with the language they studied in grades 9-12.

Analysis of FLES group responses to item D yielded the following:

(1) Of the 20 respondents who took only Spanish in grades 9-12:
14 continued with Spanish in college and 6 took no foreign language in college.

(2) Of the 23 respondents who took Spanish and a second foreign language in grades 9-12:
9 continued with Spanish, 8 continued with their "second" language, and 6 took no foreign language in college.

(3) Of the 5 respondents who took no Spanish in grades 9-12, but took other foreign languages:
3 continued with a foreign language studied in grades 9-12, one switched back to Spanish, and one took no foreign language in college.

Thus, in summary, of the 48 respondents who had participated in a Spanish FLES program in the Wantagh Elementary Schools, 23 (47.9%) continued with Spanish through high school and into college and one (2.1%) came back to Spanish after dropping it in grades 9-12 in favor of another foreign language. Eleven of the 48 (22.9%) studied foreign languages other than Spanish in college but did continue in a language they had studied in grades 9-12. Thirteen (27.1%) took no language in college.

Analyses of the NON-FLES group responses to item D yielded the following:

(1) Of the 9 respondents who took only French in grades 9-12:
4 continued with French in college, one switched to Spanish, and 4 took no foreign language in college.

(2) Of the 7 respondents who took only German in grades 9-12:
6 continued with German in college and one switched to Spanish.

(3) The one respondent who took Spanish in grades 9-12 continued with the language in college.

(4) Of the six who took combinations of two foreign languages in grades 9-12:
5 continued in college with at least one of the languages taken in grades 9-12 and one took no foreign language in college.

Thus, in summary, of the 23 NON-FLES respondents, 16 (69.6%) continued in college with a language taken in grades 9-12; 2 (8.7%) switched to a new language in college; and 5 (21.7%) took no language in college.

In Item J, respondents were asked to evaluate their Wantagh Public Schools preparation in Foreign Language in each of five areas: (1) oral comprehension, (2) writing, (3) reading comprehension, (4) speaking, and (5) translation into English. Responses were in the form of one of three options: "Very Adequately", (V); "Adequately", (A); and "Inadequately", (I).

For each of the five aspects of item J, the numbers and percentages of respondents selecting each option were determined. These data are presented in Table 3. Response sub-totals for FLES and NON-FLES groups are also included.

Table 3

Summary of Responses of FLES and NON-FLES groups to Item J: "HOW WELL DID THE WANTAGH PUBLIC SCHOOLS PREPARE YOU IN EACH OF THE FOLLOWING FOREIGN LANGUAGE SKILLS? (1) ORAL COMPREHENSION, (2) WRITING, (3) READING COMPREHENSION, (4) SPEAKING, (5) TRANSLATION INTO ENGLISH."

	Response Option			Number of Responses	NR	Number of Tot. Ret.
Item J (1) oral comprehension	V	A	I			
FLES	13	23	9	45	3	48
NON-FLES	3	15	3	21	2	23
Totals	16	38	12	66	5	71
%	24.2	57.6	18.2	100.0		
Item J (2) writing						
FLES	4	28	13	45	3	48
NON-FLES	3	12	6	21	2	23
Totals	7	40	19	66	5	71
%	10.6	60.6	28.8	100.0		
Item J (3) reading comprehension						
FLES	16	20	9	45	3	48
NON-FLES	7	10	4	21	2	23
Totals	23	30	13	66	5	71
%	34.8	45.5	19.7	100.0		
Item J (4) speaking						
FLES	5	15	25	45	3	48
NON-FLES	4	9	8	21	2	23
Totals	9	24	33	66	5	71
%	13.6	36.4	50.0	100.0		
Item J (5) translation into English						
FLES	5	28	12	45	3	48
NON-FLES	7	7	7	21	2	23
Totals	12	35	19	66	5	71
%	18.2	53.0	28.8	100.0		

Code: V - Very Adequately
A - Adequately
I - Inadequately

For each aspect of item J, the total group option frequencies were analyzed, using chi-square procedures, to determine if there was a statistically significant tendency for respondents to select one option more often than the others. In the chi-square analyses employed with these data, the actual frequencies for each option are compared to equal frequencies for each option which would be "expected" if no preference of option exists. Evaluation of computed chi-square values leads to either the conclusion that these frequency differences are "small" and easily attributed to chance or "large" and indicative of a significant trend in response. "Large" differences are termed statistically significant at a given level of significance (.05,.01 or .001). Differences significant at the .05 level could be due to chance only 5 in 100 times; at the .01 level, only 1 in 100 times; at the .001 level, only 1 in 1000 times. Chi-square values which are not great enough to be termed significant at the .05 level are termed "non-significant".

The results of the chi-square analyses of the total group option frequencies for items J(1) through J(5) are summarized in Table 4.

Table 4

SUMMARY OF CHI-SQUARE ANALYSES OF TOTAL GROUP RESPONSE TO ITEMS J(1) - J(5)

Item	Obtained Chi-Square Value	Level of Significance (df=2)	Conclusion
J(1) Oral Comprehension	17.82	.001	Most responded "adequately"; fewer then expected responded at the extremes. "Middle" response.
J(2) Writing	25.36	.001	Most responded "adequately"; fewer than expected responded "Very adequately". Tendency toward negative response.
J(3) Reading Comprehension	6.63	.05	Most responded "adequately"; fewer than expected responded "Inadequately". Tendency toward positive response.
J(4) Speaking	13.36	.01	Most responded "inadequately"; fewer than expected responded "very adequately". Tendency toward negative response.
J(5) Translation into English	12.64	.01	Most responded "adequately"; fewer than expected responded at the extremes. "Middle" response.

In addition; for each of the five aspects of Item J, chi-square analyses were employed to determine the degree of association between option choices and membership in the FLES or NON-FLES subgroups. That is, answers were sought to the question: were there significant differences in the response patterns of the FLES and NON-FLES respondents? Chi-square values of these analyses were based on the differences between actual response frequencies and frequencies "expected" on the basis of row and column sums (marginal totals). If obtained chi-square values were statistically significant, it could be concluded that response patterns of the groups were significantly different. On the other hand, if obtained chi-square values were not statistically significant, then it would be concluded that the actual and "expected" frequencies do not really differ; any observed differences could easily be attributed to chance factors and that the response patterns of the sub-groups are basically the same.

Of the five chi-square values obtained as a result of such analyses, four were non-significant, those for the data of items J(1), J(2), J(3), and J(4). The response patterns of FLES and NON-FLES respondents were basically the same in their evaluation of Wantagh Schools' foreign language preparation in oral comprehension, writing, reading comprehension, and speaking. Specifically, both groups tended toward a negative evaluation of writing and speaking preparation, both groups tended toward a positive evaluation of reading comprehension preparation, and both groups tended toward a middle-of-the-road evaluation of oral comprehension preparation. The chi-square value for the data of item J(5) was significant at the .05 level of significance, indicating that the pattern of response of the FLES and NON-FLES groups differed. Examination of the option frequencies for this item for the FLES, NON-FLES and Total Groups, reveals that although the Total Group response is basically a "middle" evaluation, the FLES group response tends toward a negative evaluation (fewer than expected responded "very adequately" in this group), and the NON-FLES group reflects an "equal" or undifferentiating response (each option selected equally as often as every other).

(A supplemental analysis of responses to items J(1) through J(5) was made comparing the program evaluations of FLES and NON-FLES respondents who continued with a foreign language in college which they had taken in grades 9-12 and FLES and NON-FLES respondents who either switched to a "new" language in college or did not take foreign language in college. In general, there was close agreement between the response patterns of the "language continued" groups and the "language-not-continued" groups.)

In Item K of the Opinion Survey, respondents were asked to respond to the question: "To what extent did the Foreign Language Program in the Wantagh Elementary Schools contribute toward your preparation for continued language study" with one of four responses: (a) "great extent", (b) "some extent", (c) "little extent", or (d) "no Foreign Language in Elementary School". Respondents in the FLES subgroups, thus answered (a), (b), or (c) and those in the NON-FLES group, (d).

Forty-five respondents to Item K (3 NR) in the FLES group responded as follows:

"great extent"	8
"some extent"	19
"little extent"	18

The chi-square value which was computed, based on the comparison of these frequencies to equal expected frequencies, was not significant. The actual frequencies did not differ significantly from those based on a hypothesis of a "no differentiation" response. No response was significantly more "popular" than the other. Observed frequency differences could be attributed to chance factors.

Items L and M of the Opinion Survey were open-ended items to permit respondents to express views in their own words about the Foreign Language Program of Wantagh Public Schools.

The following are indicative of the nature of the responses of the graduates to item L:

"IN WHAT RESPECTS WAS THE FOREIGN LANGUAGE PROGRAM OF THE WANTAGH PUBLIC SCHOOLS MOST HELPFUL TO YOU?":

FLES GROUP

.....now living a few minutes away from Mexico - Spanish I was taught helps me speak with people in Mexico

.....by starting in 4th gr. I knew basic oral work, high school program aided by use of grammar

.....because I started Spanish in 4th gr. many words are permanent words in my knowledge

.....was most helpful to me in the nursing profession, language barrier can be problem with hospitalized patients

.....in most cases, teachers spoke language in class which was helpful

.....third and fourth year prepared me for reading and understanding the language

.....the foreign language program, especially in the elementary grades, awakened an interest in language that I don't believe I would have realized otherwise

.....it is a good idea to begin in elementary school

.....most successful training in 2nd year H.S. reading well-known book in Spanish literature

.....permitted me to take three years of Spanish under advanced placement program, plus three years of German - elementary school was helpful

.....helped me understand English grammar better

.....after four years of language, I felt at ease with language and had a wider vocabulary than most of my classmates in college

.....reading comprehension proved valuable

.....most helpful in that it offered me a continued program from gr. 4 through 12

.....language lab aided my pre-college ability in the language, teachers, however, were of prime importance in my case

"IN WHAT RESPECTS WAS THE FOREIGN LANGUAGE PROGRAM OF THE WANTAGH PUBLIC SCHOOLS MOST HELPFUL TO YOU?":

NON-FLES GROUP

.....disciplined to get work done - gave me strong background for college

.....learned French grammar thoroughly at the fourth year level

.....gave me sufficient background in French oral and spoken comprehension was most beneficial

.....gave me good speech qualities - little or no "American" accent

.....it gave me a well-rounded education in language

.....books and teachers both proved interesting - basic and adequate for further study in college

.....gave me my first taste of literature - helped me learn more about the country and its people

.....language lab was a great help, I hope it will be used more frequently in the future

The following are indicative of the nature of the responses of the graduates to item M:

"IN WHAT RESPECTS DO YOU THINK WE CAN IMPROVE THE FOREIGN LANGUAGE PROGRAM OF THE WANTAGH PUBLIC SCHOOLS?":

FLES GROUP

.....should be a choice of language in 4th grade

.....emphasize aspect of writing

.....more time for speaking

.....more literature in 11th and 12th grades

.....more actual reading and conversation, less formal grammar

.....greater stress on oral comprehension

.....language lab should be put to greater use

.....more translation in first two years

.....permit good language students (who started language in 10th grade) to take 3rd and 4th year simultaneously

.....have smaller classes

.....grammar should be started at the elementary level

.....grammar should be taught later, in sophomore and junior years

.....less memorization of dialogues, more emphasis on understanding what is said

.....one year should be devoted to the literature of that language

.....language in elementary grades of little use, start in Jr. H.S. with a language of student's choice

.....speak only Spanish in class

.....should be a continuous program so that high school wouldn't be a repetition of what had been learned in elementary and junior high

NOTE: Forty-four graduates noted comments under category M. Twenty-six of the graduates indicated the program could be improved by placing greater emphasis on speaking.

NON-FLES GROUP

.....place more emphasis on speaking among the students

.....more emphasis should be placed on oral comprehension

.....amount of concentration on grammar should be increased

.....more reading in the language to better understand its literature

.....forget the language lab and go back to emphasis on reading, writing, vocabulary, etc.

.....a fifth year in German

.....emphasis on reading in the first year, speech and writing in the following years

.....classes at Wantagh, particularly elementary (9th gr.) levels were too large. My suggestion would be a pyramidal structure which would have small classes where they are needed, at the basic levels, and larger classes at the advanced (literature courses) levels.

NOTE: Twenty graduates noted comments under category M. Ten of these indicated that the program should place greater emphasis on speaking.

Section 4:

SUMMARY OF RESPONSES TO AN OPINION SURVEY OF PARENTS OF THE FOREIGN LANGUAGE PROGRAM OFFERED IN THE WANTAGH PUBLIC ELEMENTARY SCHOOLS

An opinionnaire[1], consisting of eleven items, A through K, was sent to a total of 1276 parents with children in either grade 6, grade 8, or grade 10 in the Wantagh Public Schools. A total of 560 (43.9%) opinionnaires were completed and returned by the parents. In Table 1 are presented, by grade and school, the numbers of surveys distributed and the numbers and percentages of those surveys completed and returned.

Table 1

Grade	School	Number Distributed	Number Returned	Percent Returned
6	Forest Lake	100	59	59.0
6	Mandalay	92	53	57.6
6	Sunrise Park	83	51	61.4
6	Wantagh	186	129	69.4
	Total Elementary	461	292	63.3
8	Wantagh J.H.S.	381	136	35.7
10	Wantagh H.S.	434	132	30.4
	Total-All Schools	1276	560	43.9

The response from the parents of children in grade 6 tended to be greater than that of parents of children in grade 8 or grade 10. Since parents were asked to react to an elementary school program, FLES, such a pattern in the response might be expected. However, it should be noted that even though an elementary school program was under consideration, 68 of the 136 responding parents of 8th graders and 88 of the 114 responding parents of 10th graders indicated in response to Item A of the survey that they had no children presently in the FLES program. A summary of all parental responses to Items A and B is presented in Tables 2 and 3 respectively. In response to Item A, parents were asked to indicate how many of their children were presently in the FLES program in Wantagh schools. In response to Item B, parents were asked to indicate how many of their children had participated in the FLES program in Wantagh schools in past years.

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[1] See Appendix B

Table 2

NUMBERS OF RESPONDENTS' CHILDREN, BY CATEGORY, PRESENTLY PARTICIPATING IN WANTAGH FLES PROGRAM

Number of Children Categories	Grade 6		Grade 8		Grade 10		Totals	
	N	%	N	%	N	%	N	%
0	0	.0	68	50.0	88	66.7	156	27.9
1	213	72.9	55	40.4	37	28.0	305	54.5
2	75	25.7	7	5.2	4	3.0	86	15.3
3	3	1.1	4	2.9	2	1.5	9	1.6
3+	1	.3	2	1.5	1	.8	4	.7
Totals	292	100.0	136	100.0	132	100.0	560	100.0

Table 3

NUMBERS OF RESPONDENTS' CHILDREN, BY CATEGORY, WHO PARTICIPATED IN WANTAGH FLES PROGRAM IN PAST YEARS

Number of Children Categories	Grade 6		Grade 8		Grade 10		Totals	
	N	%	N	%	N	%	N	%
0	69	23.6	3	2.2	18	13.7	90	16.1
1	105	36.0	49	36.0	33	25.0	187	33.4
2	78	26.7	54	39.7	58	43.9	190	33.9
3	31	10.6	19	14.0	16	12.1	66	11.8
3+	9	3.1	11	8.1	7	5.3	27	4.8
Totals	292	100.0	136	100.0	132	100.0	560	100.0

Of the 136 responding parents of children in grade 8, three indicated that they did not presently have children in the FLES program and did not have any children in the program in past years; of the 132 responding parents of children in grade 10, eighteen indicated the same thing. In analyses which follow, these parents will be identified as "NON-FLES grade 8" and "NON-FLES grade 10" groups respectively.

In Items C through G of the opinionnaire, parents were asked to react to five statements regarding the elementary school foreign language program with one of four options, "Strongly Agree," (SA); "Tend to Agree," (TA); "Tend to Disagree," (TD); or "Strongly Disagree," (SD).

For each of these five items the following procedures were employed to summarize the parents' responses: (1) for the responses of parents of children in grade 6, the frequencies for each option for each of the elementary schools were presented, along with the total frequencies and percentages for grade 6; (2) for the responses of parents of children in grades 8 and 10, the frequencies for the "FLES" and "NON-FLES" subgroups were presented, along with the total frequencies and percentages for each grade; (3) a summation of frequencies and corresponding percentages for each option for all grades was also included. In each case, the numbers of no responses and total returns were also listed.

For each item, C through G, a series of chi-square analyses were also employed to analyze responses (a) to determine if the observed differences among frequencies for each option were more than chance differences and (b) to determine the degree of association between the responses and the grades of the children of the responding parents.

To determine the significance of the differences among option frequencies, null hypotheses of no differences among the frequencies were tested. To test such hypotheses, the actual option frequencies were compared to "expected" equal frequencies for each option. Small differences between the actual and "expected" frequencies are usually termed "statistically insignificant and are easily attributed to chance factors. When differences between the actual and "expected" frequencies become great, they are termed "statistically significant" (at a stated probability level) and it is concluded that other than chance factors are involved. Chi-square analysis includes procedures for determining whether frequency differences are "small" and "statistically insignificant" or "large" and "statistically significant." Such procedures were employed with the total option frequencies for grade 6, grade 8, grade 10 separately and for the combined totals.

To determine the degree of association between responses and the grades of the children of the responding parents, comparisons were made between the actual frequencies for each option and "expected" frequencies based on row and column sums (marginal totals). In a sense, such an analysis determines whether the pattern of response differs from grade to grade. As noted above, chi-square analysis includes appropriate procedures for determining the significance of the differences between the actual option frequencies and those "expected" on the basis of marginal totals.

The summary of responses by parents to Item C: "FOREIGN LANGUAGE SHOULD BE TAUGHT IN THE ELEMENTARY SCHOOL BECAUSE CHILDREN OF THIS AGE HAVE LESS DIFFICULTY LEARNING THE LANGUAGE" is presented in Table 4.

Table 4

Summary of Responses by Parents to Item C: "FOREIGN LANGUAGE SHOULD BE TAUGHT IN THE ELEMENTARY SCHOOL BECAUSE CHILDREN OF THIS AGE HAVE LESS DIFFICULTY LEARNING THE LANGUAGE."

--------Response Options---------

Grade 6	S.A.	T.A.	T.D.	S.D.	# of responses	No response	Total Returns
Forest Lake	39	14	3	1	57	2	59
Mandalay	32	16	4	1	53	0	53
Sunrise Park	33	8	4	4	49	2	51
Wantagh	79	35	9	3	126	3	129
Total Gr. 6	183	73	20	9	285	7	292
% responses	64.2	25.6	7.0	3.2	100.0		
Grade 8							
FLES	76	42	5	7	130	3	133
NON-FLES	0	2	0	1	3	0	3
Total Gr. 8	76	44	5	8	133	3	136
% responses	57.1	33.1	3.8	6.0	100.0		
Grade 10							
FLES	53	44	12	5	114	0	114
NON-FLES	7	5	5	0	17	1	18
Total Gr. 10	60	49	17	5	131	1	132
% responses	45.8	37.4	13.0	3.8	100.0		
All Grades							
Grade 6	183	73	20	9	285	7	292
Grade 8	76	44	5	8	133	3	136
Grade 10	60	49	17	5	131	1	132
Totals	319	166	42	22	549	11	560
% responses	58.1	30.2	7.7	4.0	100.0		

Code: SA - strongly agree
TA - tend to agree
TD - tend to disagree
SD - strongly disagree

Analyses of the Item C option frequencies separately for grade 6, grade 8, and grade 10, and for all grades combined yielded chi-square values which were all significant beyond the .001 level of significance. The differences among the frequencies for each option could not be attributed to chance factors. For each grade and for all grades combined, significantly more parents tended to respond positively (SA or TA) to the statement of Item C than negatively (TD or SD).

Chi-square analysis to determine the degree of association between option responses to Item C and grade level also yielded a significant chi-square value ($p < .01$) which indicated a significant difference among grade response patterns. In general, the greatest deviations of response patterns occurred between the parents of grade 6 and grade 10 children. Although, as indicated in the previous analyses, both groups tended to respond positively to Item C, the parents of children in grade 6 tended to respond "SA" rather than "TA" to a greater degree than the parents of children in grade 10, whose positive reaction to the item was "milder."

The summary of responses by parents to Item D: "FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL HELPS CHILDREN BETTER UNDERSTAND PEOPLES OF OTHER COUNTRIES" is presented in Table 5.

Table 5

Summary of Responses by Parents to Item D: "FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL HELPS CHILDREN BETTER UNDERSTAND PEOPLES OF OTHER COUNTRIES."

	---------Response Options---------						
Grade 6	S.A.	T.A.	T.D.	S.D.	# of responses	No response	Total Returns
Forest Lake	15	32	6	3	56	3	59
Mandalay	16	24	11	1	52	1	53
Sunrise Park	18	19	7	6	50	1	51
Wantagh	36	63	21	4	124	5	129
Total Gr. 6	85	138	45	14	282	10	292
% responses	30.1	48.9	16.0	5.0	100.0		
Grade 8							
FLES	34	68	21	4	127	6	133
NON-FLES	0	2	0	1	3	0	3
Total Gr. 8	34	70	21	5	130	6	136
% responses	26.2	53.8	16.2	3.8	100.0		
Grade 10							
FLES	25	52	25	11	113	1	114
NON-FLES	6	8	3	0	17	1	18
Total Gr. 10	31	60	28	11	130	2	132
% responses	23.8	46.2	21.5	8.5	100.0		
All Grades							
Grade 6	85	138	45	14	282	10	292
Grade 8	34	70	21	5	130	6	136
Grade 10	31	60	28	11	130	2	132
Totals	150	268	94	30	542	18	560
% responses	27.7	49.4	17.4	5.5	100.0		

Code: SA - strongly agree
TA - tend to agree
TD - tend to disagree
SD - strongly disagree

Analyses of the Item D option frequencies separately for grade 6, grade 8, and grade 10, and for all grades combined yielded chi-square values which were all significant beyond the .001 level of significance. For each grade and for the total group, significantly more parents tended to respond positively (SA or TA) to the statement of Item D, with most reacting more mildly positive (TA) than strongly positive (SA).

Analyses of the degree of association between responses to Item D and grade level yielded a chi-square value which was not significant ($p > .05$). The response patterns of parents of children in grades 6, 8, and 10 were similar, and observed differences among these patterns could be easily attributed to chance factors.

The summary of responses by parents to Item E: "FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL ENCOURAGES CHILDREN TO CONTINUE THEIR STUDY OF LANGUAGE" is presented in Table 6.

Table 6

Summary of Responses by Parents to Item E: "FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL ENCOURAGES CHILDREN TO CONTINUE THEIR STUDY OF LANGUAGE."

	--------Response Options----------						
Grade 6	S.A.	T.A.	T.D.	S.D.	# of responses	No response	Total Returns
Forest Lake	24	24	7	1	56	3	59
Mandalay	19	25	7	2	53	0	53
Sunrise Park	21	17	8	5	51	0	51
Wantagh	54	50	17	3	124	5	129
Total Gr. 6	118	116	39	11	284	8	292
% responses	41.5	40.9	13.7	3.9	100.0		
Grade 8							
FLES	53	56	11	6	126	7	133
NON-FLES	0	1	1	1	3	0	3
Total Gr. 8	53	57	12	7	129	7	136
% responses	41.1	44.2	9.3	5.4	100.0		
Grade 10							
FLES	45	41	21	5	112	2	114
NON-FLES	7	7	3	0	17	1	18
Total Gr. 10	52	48	24	5	129	3	132
% responses	40.3	37.2	18.6	3.9	100.0		
All Grades							
Grade 6	118	116	39	11	284	8	292
Grade 8	53	57	12	7	129	7	136
Grade 10	52	48	24	5	129	3	132
Totals	223	221	75	23	542	18	560
% responses	41.1	40.8	13.8	4.3	100.0		

Code:	
SA - strongly agree	TD - tend to disagree
TA - tend to agree	SD - strongly disagree

Analyses of the Item E option frequencies separately for grade 6, grade 8, and grade 10, and for all grades combined yielded chi-square values which were all significant beyond the .001 level of significance. For each grade and for the total group, parents in general responded positively to the statement of Item E, with about the same number responding SA as TA for each grade.

The chi-square procedures to determine degree of association between reponses to Item E and grade level yielded a non-significant chi-square value ($p > .05$). The response patterns of the parents of children at the various grades were fairly consistent and deviations from grade to grade could easily be attributed to chance.

The summary of responses by parents to Item F: "ONLY CHILDREN WHO DO SATISFACTORY WORK IN THEIR OTHER SUBJECTS SHOULD BE ALLOWED TO TAKE A FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL" is presented in Table 7.

Table 7

Summary of Responses by Parents to Item F: "ONLY CHILDREN WHO DO SATISFACTORY WORK IN THEIR OTHER SUBJECTS SHOULD BE ALLOWED TO TAKE A FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL."

	---------Response Option---------						
Grade 6	S.A.	T.A.	T.D.	S.D.	# of responses	No response	Total Returns
Forest Lake	7	10	24	17	58	1	59
Mandalay	13	7	12	21	53	0	53
Sunrise Park	12	10	16	12	50	1	51
Wantagh	24	26	46	30	126	3	129
Total Gr. 6	56	53	98	80	287	5	292
% responses	19.5	18.5	34.1	27.9	100.0		
Grade 8							
FLES	23	27	49	32	131	2	133
NON-FLES	0	0	2	1	3	0	3
Total Gr. 8	23	27	51	33	134	2	136
% responses	17.2	20.1	38.1	24.6	100.0		
Grade 10							
FLES	23	24	42	24	113	1	114
NON-FLES	2	6	6	3	17	1	18
Total Gr. 10	25	30	48	27	130	2	132
% responses	19.2	23.1	36.9	20.8	100.0		
All Grades							
Grade 6	56	53	98	80	287	5	292
Grade 8	23	27	51	33	134	2	136
Grade 10	25	30	48	27	130	2	132
Totals	104	110	197	140	551	9	560
% responses	18.9	20.0	35.7	25.4	100.0		

Code:
SA - strongly agree
TA - tend to agree
TD - tend to disagree
SD - strongly disagree

Obtained chi-square values from Item F option frequencies analyses for grade 6, grade 8, and the combined group were significant at the .01 level of significance. The obtained chi-square value for the grade 10 analysis was significant at the .05 level only. The deviations between actual and "expected" equal frequencies for each option are not as marked in this case, Item F, as they were in the cases of Items C, D, and E. However, each of these chi-square values is significant at a level usually accepted and, therefore, it is appropriate to come to fairly strong conclusions. In general, parents at each grade level, responded negatively to the statement of Item F, most indicating a TD response, but with a "runner-up" number of SD responses.

Analyses of the degree of association between responses to Item F and grade level yielded a non-significant chi-square value ($p > .05$). There was no significant difference between the patterning of responses to Item F and the grade level of the children of the responding parents.

The summary of responses by parents to Item G: "FOREIGN LANGUAGE INSTRUCTION SHOULD NOT BEGIN BEFORE GRADE SEVEN" is presented in Table 8.

Table 8

Summary of Responses by Parents to Item G: "FOREIGN LANGUAGE INSTRUCTION SHOULD NOT BEGIN BEFORE GRADE SEVEN."

	---------Response Options---------						
Grade 6	S.A.	T.A.	T.D.	S.D.	# of responses	No response	Total Returns
Forest Lake	1	4	11	41	57	2	59
Mandalay	2	5	15	31	53	0	53
Sunrise Park	5	4	10	29	48	3	51
Wantagh	8	8	32	76	124	5	129
Total Gr. 6	16	21	68	177	282	10	292
% responses	5.7	7.4	24.1	62.8	100.0		
Grade 8							
FLES	10	14	33	74	131	2	133
NON-FLES	1	0	2	0	3	0	3
Total Gr. 8	11	14	35	74	134	2	136
% responses	8.2	10.5	26.1	55.2	100.0		
Grade 10							
FLES	11	10	32	58	111	3	114
NON-FLES	3	6	4	4	17	1	18
Total Gr. 10	14	16	36	62	128	4	132
% responses	10.9	12.5	28.1	48.5	100.0		
All Grades							
Grade 6	16	21	68	177	282	10	292
Grade 8	11	14	35	74	134	2	136
Grade 10	14	16	36	62	128	4	132
Totals	41	51	139	313	544	16	560
% responses	7.5	9.4	25.6	57.5	100.0		

Code: SA - strongly agree
TA - tend to agree
TD - tend to disagree
SD - strongly disagree

Analyses of the Item G option frequencies separately for grade 6, grade 8, and grade 10, and for all grades combined yielded chi-square values which were all significant beyond the .001 level of significance. In general, in each case, parents responded negatively (SD or TD) to the statement of Item G. Most responded SD, with TD responses second in rank.

Analyses of the degree of association between responses to Item G and grade level yielded a chi-square value which was not significant ($p > .05$). The response patterns of parents of children on the several grade levels were similar. Observed deviations in pattern could be accounted for by chance factors.

Item H posed the following question to parents: "TO WHAT EXTENT DO YOU FEEL THE FOREIGN LANGUAGE PROGRAM IN THE WANTAGH ELEMENTARY SCHOOLS CONTRIBUTED TOWARD YOUR CHILD'S/CHILDREN'S PREPARATION FOR LANGUAGE STUDY IN THE JUNIOR-SENIOR HIGH SCHOOL?"

Parents were directed to answer this question "if applicable." A total of 453 parents responded to this item: 219 parents of children in grade 6; 127 in grade 8; 107 in grade 10. This item was not applicable for the parents of children in grade 6 unless there were older children in the home who had participated in the FLES program in earlier years. Data from Table 3 indicated that there were 223 such parents, 219 of whom responded to Item H. Further, the item was not applicable for the parents of NON-FLES children in grades 8 and 10.

The summary of the results of the responses of parents to Item H is presented in Table 9. Responses of parents of children in grade 6, grade 8, and grade 10 are listed separately, along with the total responses of the three groups combined.

Chi-square analyses were employed on the parents' responses at each grade level, and for the combined groups to determine if the option frequencies differed significantly from "expected" equal frequencies for each option. Chi-square analysis were also employed to determine the degree of association between Item H responses and grade level.

Table 9

Summary of Responses by Parents to Item H: "TO WHAT EXTENT DO YOU FEEL THE FOREIGN LANGUAGE PROGRAM IN THE WANTAGH ELEMENTARY SCHOOLS CONTRIBUTED TOWARD YOUR CHILD'S/CHILDREN'S PREPARATION FOR LANGUAGE STUDY IN THE JUNIOR-SENIOR HIGH SCHOOL?"

	-------Response	Options-------				
Grade 6	Great Extent	Some Extent	Little Extent	# of responses	No response	Total returns
Forest Lake	24	13	5	42	17	59
Mandalay	19	12	4	35	18	53
Sunrise Park	20	13	0	33	18	51
Wantagh	54	36	19	109	20	129
Total Gr. 6	117	74	28	219	73*	292
% responses	53.4	33.8	12.8	100.0		
(*Item not applicable unless older FLES children in the home)						
Grade 8						
FLES	62	46	19	127	6	133
NON-FLES	--	--	--	--	3**	3
Total Gr. 8	62	46	19	127	9	136
% responses	48.8	36.2	15.0	100.0		
(**Item not applicable)						
Grade 10						
FLES	41	42	24	107	7	114
NON-FLES	--	--	--	--	18**	18
Total Gr. 10	41	42	24	107	25	132
% responses	38.3	39.3	22.4	100.0		
(**Item not applicable)						
All Grades						
Grade 6	117	74	28	219	73	292
Grade 8	62	46	19	127	9	136
Grade 10	41	42	24	107	25	132
Totals	220	162	71	453	107	560
% responses	48.6	35.7	15.7	100.0		

Analyses of the Item H option response frequencies yielded chi-square values significant beyond the .001 level for the responses of parents of children in grade 6, grade 8, and for the combined totals. However, the responses of parents of 10th graders approached, but did not reach the chi-square value necessary for significance at the .05 level. Thus, in the case of grade 6, grade 8, and combined group response frequencies, actual option frequencies deviated significantly from "expected" equal frequencies, but did not deviate significantly in grade 10 responses. Parents in grades 6 and 8 tended to select the option "Great Extent" more often than "expected" on the basis of a "no-difference" hypothesis and to select the option "Little Extent" less often than "expected." In grade 10, the actual frequencies did not deviate significantly from the "expected" equal frequencies for each option; i.e., there is an indication that no single option was more "popular" than the other.

These trends are partially reflected in the chi-square analysis for association between responses to Item H and grade level. The obtained chi-square approaches significance at the .05 level of significance, but doesn't reach the required magnitude for significance. If the chi-square value had been significant it would have indicated that the response patterns among the grade levels tended to differ. The fact that it was not significant does not allow for such a conclusion. Rather, the fact that the obtained chi-square is not significant, indicates that response patterns among grade levels are not significantly different. This occurs for two basic reasons: first, the grade 10 chi-square just misses significance at the .05 level, and secondly, the fact that the other two grade level chi-squares were significant and comprised a part of the combined group population great enough to offset the "not-so-great" difference in pattern with grade 10.

In Item I, parents were asked to select the foreign language they felt should be taught in Elementary School, if "ONLY ONE LANGUAGE WAS TO BE OFFERED."

Five hundred of the total 560 opinionnaire returns included responses to the above item. The total number of parents who selected each of the four options: "German," "Spanish," "French," and "Other" are included in Table 10, along with frequencies for each option for each grade level and subgroups of the grade levels. Percentages for each grade level and for the combined groups totals are also listed.

Table 10

Summary of Responses by Parents to Item I: "SOME PARENTS HAVE SUGGESTED THAT ONLY ONE LANGUAGE BE TAUGHT IN THE ELEMENTARY SCHOOL. IF ONLY ONE LANGUAGE WERE OFFERED, WHICH OF THE FOLLOWING DO YOU FEEL SHOULD BE SELECTED?

-------Response Options-------

Grade 6	German	Spanish	French	Other*	Total Responses	No ** Response
Forest Lake	3	40	13	0	56	3
Mandalay	2	38	10	2	52	1
Sunrise Park	3	26	12	4	45	6
Wantagh	5	75	31	4	115	14
Total Gr. 6	13	179	66	10	268	24
% responses	4.9	66.8	24.6	3.7	100.0	
Grade 8						
FLES	10	75	30	8	123	10
NON-FLES	0	2	0	0	2	1
Total Gr. 8	10	77	30	8	125	11
% responses	8.0	61.6	24.0	6.4	100.0	
Grade 10						
FLES	4	68	21	2	95	19
NON-FLES	0	10	2	0	12	6
Total Gr. 10	4	78	23	2	107	25
% responses	3.7	72.9	21.5	1.9	100.0	

(* "Other" entries included Latin, Italian, Hebrew, "English" and Gaelic)

(** NR categories included responses of parents who checked more than one option)

All Grades	German	Spanish	French	Other*	Total Responses	No ** Response
Grade 6	13	179	66	10	268	24
Grade 8	10	77	30	8	125	11
Grade 10	4	78	23	2	107	25
Totals	27	334	119	20	500	60
% responses	5.4	66.8	23.8	4.0	100.0	

(N.B. Students in these groups of Gr.6,8,10 all had FLES in Spanish)

In considering data in Table 10, it should be kept in mind that pupils presently in grades 6, 8, and 10, all are in or have had FLES in Spanish. Other children in families, however, might have had FLES in French. Also, the "no response" category for this item included responses of parents who indicated strong sentiment against a single language being taught and who checked more than one option. Finally, the "other" category allowed parents to insert the single language they would prefer to any of the three listed as options. "Other" entries included Latin, Italian, Hebrew, "English," and Gaelic.

In response to Item J: "IN GENERAL, WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CHILD'S/CHILDREN'S ATTITUDE TOWARD FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS?" parents were asked to check one of the following options: "very interested" (VI); "somewhat interested" (SI); "not at all interested" (NI).

In all, 511 of the 560 returned opinionnaires included useable responses to this item. The item was not applicable for the parents of 21 NON-FLES children and this number is included in the "no response" category. A number of the remaining "no response" entries were actually double or even triple option checks, since some parents checked differing attitudes for each of their children who had been involved in FLES programs in Wantagh.

A summary of the total parent responses to Item J, for each grade and for the combined grades is presented in Table 11. Frequencies and percentages for each grade level totals and for combined group totals are listed.

Table 11

Summary of Responses by Parents to Item J: "IN GENERAL, WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CHILD'S/CHILDREN'S ATTITUDE TOWARD FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS?

----Response Options----

Grade 6	VI	SI	NI	Total Response	No Response	Total Returns
Forest Lake	34	23	2	59	0	59
Mandalay	23	24	3	50	3	53
Sunrise Park	22	20	6	48	3	51
Wantagh	59	57	6	122	7	129
Total Gr. 6	138	124	17	279	13*	292
% responses	49.5	44.4	6.1	100.0		
Grade 8						
FLES	58	58	10	126	7*	133
NON-FLES	--	--	--	--	3**	3
Total Gr. 8	58	58	10	126	10	136
% responses	46.0	46.0	8.0	100.0		
Grade 10						
FLES	46	48	12	106	8*	114
NON-FLES	--	--	--	--	18**	18
Total Gr. 10	46	48	12	106	26	132
% responses	43.4	45.3	11.3	100.0		

(*NR totals include a number of multiple responses)
(** Item not applicable)

All Grades						
Grade 6	138	124	17	279	13	292
Grade 8	58	58	10	126	10	136
Grade 10	46	48	12	106	26	132
Totals	242	230	39	511	49	560
% responses	47.4	45.0	7.6	100.0		

Code: VI - very interested; SI - somewhat interested; NI - not at all interested

Chi-square analyses were employed with the Item J option frequencies for the responses of parents in grade 6, grade 8, and grade 10, separately and for the responses of the total combined group. The obtained chi-square values were significant beyond the .001 level of significance, indicating that there were significant differences among the numbers of parents who chose each option at every grade level and in combination. Significantly more parents selected the options VI and SI than did the option NI. About equal numbers selected the VI and SI options.

There was no significant association between parent responses to the question posed in Item J and grade levels. The obtained chi-square was not significant ($p > .05$). Response patterns of parents of children at each grade level were alike.

At the end of the opinionnaire parents were afforded the opportunity to write any additional comments concerning the FLES Program in Wantagh. A total of 165 out of 292 (56.5%) responding parents of children in grade 6, 66 out of 136 (48.5%) responding parents of children in grade 8, and 55 out of 132 (41.7%) responding parents of children in grade 10 took advantage of this opportunity. An indication of the nature of these comments follows by grade:

Parents of Children in Grade 6

1. Seventy-one of the parents made note of various benefits of FLES and their hope that the program would continue, reaffirming their basically positive attitude to the program displayed in their responses to previous items. Thirteen of these parents suggested that the FLES program be started earlier than grade 4.

2. Thirty-four of the parents felt that a choice of foreign languages in elementary school be offered. A number were particularly concerned that children in the same family were studying different languages and did not have the benefit of conversing at home in the foreign language.

3. Fifteen parents maintained that for some children, the time spent in study of foreign language could be better spent; pupil ability and interest should be guides for who should take language and three parents called for ability grouping for foreign language instruction

4. Twenty parents indicated negative attitudes about foreign language in elementary schools: drop foreign language (1); spend more time on English (7); spend money more profitably in other areas (3); FLES not worth the expense (2); no high school benefit to language in elementary school (3); "too much foreign language" builds "resentment" to foreign language (5); children too young for foreign language (1).

5. Seventeen parents called for other improvements and/or changes in the present FLES program: more intense program (3); need for greater articulation between elementary and junior high school on foreign language programs (8); more grammar, learning to read and write foreign language, textbook in language (4); greater need for supplementary language experiences (films, trips, foreign language individuals other than teacher (3).

Parents of Pupils in Grade 8

1. Twenty-one parents urged the continuance of the FLES Program. Seven of these parents favored an earlier start of foreign language, some as early as Kindergarten.

2. Eleven parents called for a choice of foreign language in elementary school; ten maintained that foreign language should not be compulsory for all children in elementary school and called for some sort of screening or selection of pupils for foreign language.

3. Three parents felt that the FLES Program should be dropped in favor of more English, reading; three parents maintained that the amount of foreign language learned and retained as a result of FLES was not worth the financial effort; one parent felt that no foreign language instruction should begin before grade 9.

4. Suggestions by parents for other improvements and/or changes in the FLES Program included: move faster, more intense program (3); more varied supplemental foreign language experience (2); greater articulation between elementary school and Junior high school foreign language programs (10); spend more time on foreign language in elementary school (2); group for ability in foreign language (1).

Parents of Pupils in Grade 10

1. Ten parents cited FLES program benefits and noted that FLES should be continued. Two called for an even earlier start in foreign languages.

2. Six parents maintained that children should have a choice of foreign language in elementary school. And five indicated that there was a need for "selection" of children for FLES program and those who don't "take to it" should be allowed to drop foreign language.

3. Two parents felt the FLES Program should be dropped and more time spent on English; two parents maintained that elementary school children are too young for foreign language and that poor early experiences in this area could be permanently damaging.

4. Other suggestions for FLES Program changes included: give homework in foreign language in elementary school, spend more time in FLES program, use a more visual approach, correlate English and foreign language grammar.

Section 5: Summary of Responses to AN OPINION SURVEY OF TEACHERS OF THE FOREIGN LANGUAGE PROGRAM OFFERED IN THE WANTAGH PUBLIC ELEMENTARY SCHOOLS

An opinionnaire,[1] consisting of thirteen items, A through M, was completed by seventy-seven school personnel of the Wantagh Public Schools including:

(1) 41 teachers ofGrades 4, 5, 6 in the four Wantagh Elementary Schools;
(2) 5 teachers of foreign languages in the four Wantagh Elementary Schools;
(3) 3 teachers of foreign languages in the Wantagh Junior High School;
(4) 12 teachers of foreign languages in the Wantagh Senior High School;
(5) 6 Guidance Counselors in the Wantagh Junior-Senior High School;
(6) 10 Administrators in the Wantagh Public Schools.

Of the thirteen items in the opinionnaire, twelve, A through L, consisted of statements concerning elementary school foreign language program to which school personnel were asked to respond with one of four options: "Strongly Agree", (SA); "Tend to Agree", (TA); "Tend to Disagree", (TD); "Strongly Disagree", (SD). Summaries of the responses of these school personnel to each of these twelve items A through L are presented in Tables 1 through 12, respectively. In each table, for each category of personnel, the number selecting each option are listed. (For ease in reading,zero frequencies for options are omitted in the tables.) Totals for each option for all categories of personnel and percentages are included on the last two lines of each table.

Table 1

Summary of Responses of School Personnel to Item A.
FOREIGN LANGUAGE SHOULD BE TAUGHT IN THE ELEMENTARY SCHOOL BECAUSE CHILDREN OF THIS AGE HAVE LESS DIFFICULTY LEARNING THE LANGUAGE

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	26	12	2		40	1	41
FLES T	5				5	0	5
JHS Lang. T	3				3	0	3
SHS Lang. T	8	3	1		12	0	12
Guid.Couns.		2	4		6	0	6
Adm.	5	5			10	0	10
Totals	47	22	7	0	76	1	77
%	61.8	29.0	9.2	.0	100.0		

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[1] See Appendix C

Table 2

Summary of Responses of School Personnel to Item B.
FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL HELPS CHILDREN BETTER UNDERSTAND PEOPLES OF OTHER COUNTRIES

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl. Tchrs.	12	20	8		40	1	41
FLES T	5				5	0	5
JHS Lang. T	2	1			3	0	3
SHS Lang. T	7	4			11	1	12
Guid.Couns.	2	4			6	0	6
Adm.	1	8			9	1	10
Totals	29	37	8	0	74	3	77
%	39.2	50.0	10.8	.0	100.0		

Table 3

Summary of Responses of School Personnel to Item C.
FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL ENCOURAGES CHILDREN TO CONTINUE THEIR STUDY OF LANGUAGE

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	20	15	5		40	1	41
FLES T	5				5	0	5
JHS Lang. T	1	2			3	0	3
SHS Lang. T	6	6			12	0	12
Guid.Couns.			6		6	0	6
Adm.	3	7			10	0	10
Totals	35	30	11	0	76	1	77
%	46.0	39.5	14.5	.0	100.0		

CODE: SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree
NR - No Response

Table 4

Summary of Responses of School Personnel to Item D. THE FOREIGN LANGUAGE PROGRAM IN THE WANTAGH ELEMENTARY SCHOOLS CONTRIBUTES TO A GREAT EXTENT TOWARDS STUDENTS' PREPARATION FOR FOREIGN LANGUAGE STUDY IN THE SECONDARY SCHOOL

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	22	12	3	1	38	3	41
FLES T	5				5	0	5
JHS Lang. T	1	2			3	0	3
SHS Lang. T	8	3	1		12	0	12
Guid.Couns.			5	1	6	0	6
Adm.	1	7	1		9	1	10
Totals	37	24	10	2	73	4	77
%	50.7	32.9	13.7	2.7	100.0		

Table 5

Summary of Responses of School Personnel to Item E. CHILDREN IN THE ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAM EXHIBIT GREAT INTEREST TOWARD FOREIGN LANGUAGE INSTRUCTION

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	15	16	7	1	39	2	41
FLES T	3	2			5	0	5
JHS Lang. T		3			3	0	3
SHS Lang. T	4	4			8	4	12
Guid.Couns.		2	4		6	0	6
Adm.	3	4	2		9	1	10
Totals	25	31	13	1	70	7	77
%	35.7	44.3	18.6	1.4	100.0		

CODE:
SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree
NR - No Response

Table 6

Summary of Responses of School Personnel to Item F.
ONLY CHILDREN WHO DO SATISFACTORY WORK IN THEIR OTHER SUBJECTS SHOULD BE ALLOWED TO TAKE A FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	8	8	15	7	38	3	41
FLES T	1	4			5	0	5
JHS Lang. T	1	2			3	0	3
SHS Lang. T	1	4	5	2	12	0	12
Guid.Couns.	2	1	1		4	2	6
Adm.	1	2	5	2	10	0	10
Totals	14	21	26	11	72	5	77
%	19.4	29.2	36.1	15.3	100.0		

Table 7

Summary of Responses of School Personnel to Item G.
FOREIGN LANGUAGE INSTRUCTION SHOULD NOT BEGIN BEFORE GRADE SEVEN

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	2	2	8	29	41	0	41
FLES T				5	5	0	5
JHS Lang. T			1	2	3	0	3
SHS Lang. T	1		1	10	12	0	12
Guid.Couns.		4	2		6	0	6
Adm.		1	3	6	10	0	10
Totals	3	7	15	52	77	0	77
%	3.9	9.1	19.5	67.5	100.0		

CODE:
SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree
NR - No Response

Table 8

Summary of Responses of School Personnel to Item H.
MORE EMPHASIS SHOULD BE PLACED ON READING-WRITING IN THE FOREIGN LANGUAGE ELEMENTARY SCHOOL PROGRAM

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	3	16	10	10	39	2	41
FLES T	1	2		2	5	0	5
JHS Lang. T	2	1			3	0	3
SHS Lang. T	2	7	3		12	0	12
Guid.Couns.		1	1	3	5	1	6
Adm.	1		7	2	10	0	10
Totals	9	27	21	17	74	3	77
%	12.1	36.5	28.4	23.0	100.0		

Table 9

Summary of Responses of School Personnel to Item I.
ONLY ONE FOREIGN LANGUAGE SHOULD BE TAUGHT IN THE ELEMENTARY SCHOOL

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	3	7	21	8	39	2	41
FLES T			2	3	5	0	5
JHS Lang. T			1	2	3	0	3
SHS Lang. T		2	3	7	12	0	12
Guid. Couns.		3		2	5	1	6
Adm.	3	3	4		10	0	10
Totals	6	15	31	22	74	3	77
%	8.1	20.3	41.9	29.7	100.0		

CODE:
SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree
NR - No Response

Table 10

Summary of Responses of School Personnel to Item J.
CHILDREN IN ELEMENTARY SCHOOL SHOULD BE GROUPED FOR FOREIGN LANGUAGE INSTRUCTION ACCORDING TO THEIR ABILITY IN THE FOREIGN LANGUAGE

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	16	15	9	1	41	0	41
FLES T	4	1			5	0	5
JHS Lang. T	1	2			3	0	3
SHS Lang. T	3	5	2	2	12	0	12
Guid. Couns.		1	1	3	5	1	6
Adm.	1	6	3		10	0	10
Totals	25	30	15	6	76	1	77
%	32.9	39.5	19.7	7.9	100.0		

Table 11

Summary of Responses of School Personnel to Item K.
MORE TIME IN THE ELEMENTARY SCHOOL SHOULD BE DEVOTED TO THE STUDY OF FOREIGN LANGUAGE

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl. Tchrs.	3	7	24	5	39	2	41
FLES T		1	3		4	1	5
JHS Lang. T	1	1	1		3	0	3
SHS Lang. T	1	6	5		12	0	12
Guid. Couns.			2	4	6	0	6
Adm.		1	4	5	10	0	10
Totals	5	16	39	14	74	3	77
%	6.8	21.6	52.7	18.9	100.0		

CODE:
SA - Strongly Agree
TA - Tend to Agree
TD - Tend to Disagree
SD - Strongly Disagree
NR - No Response

Table 12

Summary of Responses of School Personnel to Item L.
TIME SPENT IN FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL COULD BE BETTER SPENT IN OTHER INSTRUCTIONAL AREAS

	SA	TA	TD	SD	# Resp.	NR	Total Ret.
El.Cl.Tchrs.	1	5	15	15	36	5	41
FLES T			2	3	5	0	5
JHS Lang. T		1	2		3	0	3
SHS Lang. T		1	2	9	12	0	12
Guid.Couns.	2	2	2		6	0	6
Adm.		3	6	1	10	0	10
Totals	3	12	29	28	72	5	77
%	4.2	16.6	40.3	38.9	100.0		

In analyzing the responses summarized in each table 1-12, chi-square procedures were employed to test the significance of differences among total group frequencies of the options. In each case, a null hypothesis of no difference among the frequencies was tested; i.e. actual frequencies for the options were compared to "expected" equal frequencies for the options. If the analysis yielded a chi-square value large enough to be termed "significant", it was concluded that there were non-chance differences among the option frequencies. In such a case, option frequencies were examined to locate the greatest deviation(s) between actual and "expected" frequencies. Response trends were then noted. If analyses yielded a chi-square value which was not "significant", it was concluded that there were no real differences among the option frequencies; observed differences could easily be attributed to chance factors. The results of the chi-square analysis of the response options of the total school personnel group for each item A through L are summarized in Table 13.

CODE SA - Strongly Agree TD - Tend to Disagree
TA - Tend to Agree SD - Strongly Disagree
NR - No Response

Table 13

SUMMARY OF CHI-SQUARE ANALYSES OF RESPONSES OF TOTAL SCHOOL PERSONNEL GROUP TO ITEMS A THROUGH L OF OPINIONNAIRE

Item	Chi-Square Value	Significance Level (df=3)	Conclusion
A	68.32	.001	Most responded SA; TA option ranked second. Strong positive response.
B	48.92	.001	Most responded TA; SA option ranked second. Moderate positive response.
C	42.21	.001	Most responded SA or TA, both about equally. "Semi-strong" positive response.
D	39.16	.001	Most responded SA; TA option ranked second. Strong positive response.
E	30.34	.001	Most responded SA or TA, both about equally. "Semi-strong" positive response.
F	7.67	NS	No significant differences among response option frequencies.
G	78.38	.001	Most responded SD; TD option ranked second. Strong negative response.
H	9.24	.05	Most responded TA, but both TD and SD option were close seconds. Rather mixed response; clearest trend: not SA.
I	18.22	.001	Most responded TD; SD option ranked second but TA option close third. Rather moderate negative response.
J	18.00	.001	Most responded SA or TA, both about equally. "Semi-strong" positive response.
K	34.00	.001	Most responded TD; TA and SD options close for second rank position. Rather moderate negative response.
L	26.78	.001	Most responded SD or TD, both about equally. "Semi-strong" negative response.

As seen in Table 13, a strong positive response was made to Items A, D; a"semi-strong" positive response was made to Items C, E, J; a moderate positive response was made to Item B; a rather moderate negative response was made to Items I, K; a "semi-strong" response was made to Item L; and a strong negative response was made to Item G.

More specifically, based on the responses of the 77 Wantagh School personnel survey:

STRONG POSITIVE RESPONSE

A. Foreign Language should be taught in the Elementary School because children of this age have less difficulty learning the language.

D. The Foreign Language Program in the Wantagh Elementary Schools contributes to a great extent towards students' preparation for foreign language study in the Secondary School.

"SEMI-STRONG" POSITIVE RESPONSE

C. Foreign Language instruction in the Elementary School encourages children to continue their study of language.

E. Children in the Elementary School Foreign Language Program exhibit great interest toward foreign language instruction.

J. Children in Elementary School should be grouped for foreign language instruction according to their ability in the foreign language.

MODERATE POSITIVE RESPONSE

B. Foreign Language instruction in the Elementary School helps children better understand peoples of other countries.

MODERATE NEGATIVE RESPONSE

I. Only one foreign language should be taught in the Elementary School.

K. More time in the Elementary School should be devoted to the study of foreign language.

"SEMI-STRONG" NEGATIVE RESPONSE

L. Time spent in foreign language instruction in the Elementary School could be better spent in other instructional areas.

STRONG NEGATIVE RESPONSE

G. Foreign Language instruction should not begin before grade seven.

Mixed responses characterized the reactions to Item H:

MORE EMPHASIS SHOULD BE PLACED ON READING-WRITING IN THE FOREIGN LANGUAGE ELEMENTARY SCHOOL PROGRAM.

The clearest trend in the responses to this item is that few tend to strongly agree with this statement.

Finally, there is no uniform response at all among the school personnel in their reactions to Item F: ONLY CHILDREN WHO DO SATISFACTORY WORK IN THEIR OTHER SUBJECTS SHOULD BE ALLOWED TO TAKE A FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL.

Option frequencies in response to this item are not significantly different. Observed differences can be attributed to chance.

Chi-square analysis of responses for each personnel category and chi-square analysis of the degree of association between responses and personnel category were not carried out since the frequencies in most categories were too small for meaningful analysis.

The final item in the opinionnaire, Item M, was an open-ended item to provide school personnel with an opportunity to further express their opinions regarding the FLES program. Item M stated:

In your opinion, should the Foreign Language Program in the Wantagh Elementary Schools be: Continued? Discontinued? Modified? (Please comment).

All of the 77 persons who returned opinionnaires responded to this item, a number at great length.

Grouped by personnel category, responses to Item M are noted below:

Teachers of Grades 4-5-6 in the four Wantagh Elementary Schools (N=41)

1. Forty-one teachers took advantage of the opportunity to express their opinions under category M. Forty indicated the program should be continued, some indicated modifications.

2. Seventeen of the teachers stated the program should be continued and noted various benefits of the program. Responses included: program benefits both high and low achievers (5); should begin earlier in elementary school (2); helps children better understand other peoples (3).

3. Twenty-three of the teachers stated the program should be modified. Responses included: foreign language offered only to children who do well in other academic areas (8); selectivity to be based after the first year upon aptitude and achievement in the foreign language (10); greater emphasis on cultural understandings (3).

4. One of the teachers stated the program should be discontinued because time is desperately needed to build skills in reading and in English.

Teachers of Foreign Languagesin the Wantagh Elementary Schools (N=5)

Five FLES teachers felt the program should be continued but modified and noted the following comments under Category M: Coordination Grades 4 through 12 needs improvement (2); program should be selective (2); should be choice of language (1); children should be grouped according to ability (2).

Teachers of Foreign Languages in the Wantagh Junior High School (N=3)

Three Junior High School foreign language teachers responded under category M. All felt the program should be continued.

Two of the teachers felt the program should be continued with modifications. Suggested modifications reported: graded program of instruction using books, slides, recordings; elimination of children with other academic difficulties; academically grouped; opportunity to select language they wish to study; introduction of past, present and future tenses; establishment of typical Spanish environment in the language classroom; establishment of a student-language center; introduction of English grammar before children learn Spanish grammar; evaluation at the end of each level (Elementary, Junior High School and Senior High School).

Teachers of Foreign Languages in the Wantagh Senior High School (N=12)

1. Twelve Senior High School foreign language teachers noted comments under category M. All stated the FLES program should be continued, some indicated the program should be modified.

2. Six of the teachers stated the program should be continued and noted following benefits of the program in their comments: children who participated in FLES are better able to handle the advanced levels; gives children an awareness of other people; they come to the Senior High School with very good oral-aural skills, compared to the NON-FLES students; FLES helps students in later language study, makes them more receptive for further work, helps overcome shyness.

3. Six of the teachers stated the program should be modified. Responses included: all students should take FLES in Grade 4, selectivity after the first year; reading and writing introduced earlier, especially for more able students; allow students a choice of language; selected texts and workbooks should be used; more coordination Junior and Senior High School instruction; lengthened to a full-period class.

Guidance Counselors in the Wantagh Junior-Senior High School (N=6)

1. Six guidance counselors from the Junior-Senior High School responded under category M.

2. Four counselors stated the program should be modified and noted the following: only most skilled (10-20%) should continue in Junior High School; FLES program should expose children to many languages and cultures if offered to all children, if reading and writing are emphasized, only above average should be involved; children should have choice of language (French, Spanish, German); no formal written material, emphasis on conversation and other aspects of the culture; someone should coordinate program elementary through high school.

3. Two counselors stated the program should be discontinued. Comments were: Offer four languages in grades 7 and 8 or offer various languages on a cultural-enrichment basis for more able elementary students.

Administrators in the Wantagh Public Schools (N=10)

1. Ten Administrators responded under category M. Nine stated the program should be continued, some indicated the program should be modified. One Administrator questioned its over-all value.

2. Two of the Administrators stated the program be continued and commented: children enjoy program, speak the language at home.

3. Seven of the Administrators stated the program should be modified. Responses included: more emphasis on speaking, less reading and writing; coordinator for grades 4 through 12; selectivity for ability grouping after one year of instruction; all students should begin in 4th grade or earlier; selectivity after 2 years of instruction; we should think about offering one language; children should have choice of language.

4. One Administrator questioned the over-all value because it presents problems of articulation 7 through 12 and promotes unnecessary problems of grouping at a later stage.

Section 6: SUMMARY OF RESPONSES OF SCHOOL ADMINISTRATORS TO NEW YORK STATE EDUCATION DEPARTMENT COOPERATIVE REVIEW INSTRUMENT

The principals of the four Wantagh elementary schools and the assistant principal of the Wantagh School completed the New York State Education Department Cooperative Review Instrument. This Instrument is basically a guide for the review of elementary school foreign language programs in the areas of (1) program objectives, (2) program organization, (3) administration and supervision, (4) coordination and articulation, (5) instructional staff, (6) methods of instruction, (7) materials of instruction, (8) pupil achievement, (9) program evaluation.

The items of the Instrument along with a summary of the responses of the five administrators follow:

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Cooperative Review Service

FOREIGN LANGUAGE
ELEMENTARY SCHOOL
June 1967

The Cooperative Review Service is a partnership effort of the State Education Department and the local school system. It focuses principal attention on the teaching and learning process, with primary emphasis on the adequacy of the curriculum; the training, experience and effectiveness of the instructional staff; the quality of library, laboratory, and shop resources; and the extent to which the talents of all pupils are discovered and encouraged. The aim is to raise the quality of instruction and to advance the opportunities available to all pupils for better learning.

Instructions

- This guide should be completed by each foreign language teacher who teaches in the elementary schools, and by the program coordinator if there is one.
- Note that items consist of standards and practices that generally characterize good school programs.
- Base your conclusions on the total program in the subject or service area, rather than on a single subject or grade level of the program.
- If you wish to qualify an item, enter an explanatory note in the space after it, or at the end of the section. If more space is needed, additional sheets may be attached. Identify by number and part all items which you have added as qualifying statements.
- If any important program features are not listed, insert a statement concerning these in the space headed "Comments" at the end of each section.
- At the end of this Guide there is a SUMMARY for indicating strong aspects of the total program, and areas in which improvement is needed. Care in filling out this SUMMARY is especially important in future planning for program improvement.

Name of School: Wantagh Public Elementary Schools

Address: Wantagh, New York

68-69

A GUIDE FOR THE REVIEW
OF
ELEMENTARY SCHOOL FOREIGN LANGUAGE

Check (√) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments referring to the item by number.)	Strong Aspect	Needs Improvement
Program Objectives		
1. FLES is considered as the beginning of bona fide, sequential foreign language instruction which is continuous through grade 12.	4	1
2. Specific and clearly formulated objectives (listening, speaking, reading, writing, cultural insight) for the districtwide FLES program have been developed	5	
3. FLES pupils and their parents have been informed of the objectives and implications of the program, e.g., a commitment to pursue the study of that language through grade 12. .	1	4
4. Instruction reflects the objectives of the program.	5	
5. Elementary classroom teachers (those involved in the program as well as those not directly affected by its impact) fully understand and endorse the program.	3	2
6. Secondary language teachers fully understand and endorse the FLES program.		5
7. Elementary school administrators have studied the program and endorse it.	3	2
8. FLES teachers are aware of and are in full sympathy with the objectives of the foreign language program in the secondary schools		5

Comments:

More correlation between elementary and secondary schools in terms of objectives of program.

Check (√) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Program Organization			
1. FLES is offered regularly year after year.	5		
2. FLES is offered gradewide with few exceptions.	5		
3. Successful FLES pupils have the opportunity and are strongly encouraged to continue the study of the same language in junior high school	5		
4. In grade 7, successful FLES pupils are scheduled separately from beginning foreign language learners	2	1	2
5. Instruction is provided during normal school hours	5		
6. Instruction is offered on a daily basis.	5		
7. Below grade 5, FLES classes meet from 15 to 20 minutes daily	5		
8. In grades 5 and 6, FLES classes meet from 25 to 30 minutes daily.		3	2

Languages Offered This Year

	Pupil Enrollment by Grade					
Language (Please check)	1	2	3	4	5	6
French ☒					449	
Spanish ☒				407		459
German ☐						
Italian ☐						
Russian ☐						
Others:						

Comments:

Item 4: Very few new language students admitted in grade 7.

Item 8: Consistent 20 minute foreign language period in the district.
Definite need for longer periods of instruction in intermediate 6 classes to provide time for reading and writing as well as oral drills.

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Administration and Supervision			
1. One knowledgeable person is responsible for the FLES program. .		5	
2. The responsibilities of such a person include curriculum development, selection of materials, coordination of the foreign language program, and supervision of foreign language teachers.		5	
3. Supervision of FLES teachers occurs frequently and results in the improvement of instruction.		5	
4. Effective supervision is not impeded by nonsupervisory assignments	3	1	1

Comments:

- Strong need for Director of Foreign Language

Coordination and Articulation

1. Provision is made for systematic coordination and articulation within and between each level and language	2	3	
2. There are frequently scheduled departmental meetings of:			
• all foreign language teachers, districtwide.		3	2
• teachers by language, districtwide		3	2
• all foreign language teachers, grades K-9.		3	2
• teachers by language, grades K-9		3	2
• all FLES teachers.	2	2	1
• FLES teachers by language.	2		3

Comments:

There is a strong need for district (elementary-secondary) department meetings.

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Instructional Staff			
1. FLES teachers are either certified as secondary foreign language teachers or certified as elementary classroom teachers who have satisfied the foreign language requirements as set forth in Section 207 of the Education Law, Article XV, Paragraph 116 (effective September 1, 1966). . . .	5		
2. FLES teachers have taken a FLES methods course	3	2	
3. Local inservice training for FLES teachers is available. . . .		5	
4. FLES teachers are thoroughly familiar with current professional literature and developments in all phases of foreign language teaching	4	1	
5. FLES teachers actively participate in professional meetings, formal study, and intervisitation.	4	1	
6. Most of the FLES teachers have spent some time in the country whose language they teach.	2	2	1
7. FLES teachers' oral proficiency in the language they teach is high	5		
8. FLES teachers possess insight into the culture whose language they teach	5		
9. FLES teachers' total schedules of instructional and other duties are reasonable and do not exceed 200 minutes of instruction daily.	5		

Comments:

A more intensive orientation program for new foreign language teachers.

Check (√) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments, referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Methods of Instruction			
1. There is observable evidence of careful preparation for each lesson.	5		
2. Each lesson or class session is planned around specific and identifiable goals and problems	5		
3. The methods, techniques, and activities of instruction are sufficiently varied to maintain pupils' interest.	5		
4. Pupils are provided with repetition, substitution, and simple transformation drills for the presentation of grammar	5		
5. Each presentation allows for maximum participation by each pupil	3	2	
6. The pace of instruction is appropriate to the ability of the pupils and the difficulty of the material	4	1	
7. FLES teachers make frequent and appropriate use of gestures and props in their presentation.	5		
8. With few exceptions, lessons are conducted entirely in the foreign language.	5		
9. Pupil responses are audible to other pupils in all parts of the classroom and to the teacher.	4	1	
10. FLES teachers are skillful and effective in correcting pupil errors of all types	5		
11. FLES teachers systematically review the basic language skills, the structures, and the foreign language vocabulary	5		
12. Foreign language vocabulary is presented in meaningful context rather than as isolated lexical items.	3	1	1
13. The foreign language material is presented within a structured series of dialogues or basic sentences which are either memorized or near-memorized by the pupils	4		1

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Methods of Instruction (cont.)			
15. Pupils are encouraged and guided to select from and vary upon their repertoire of structures and patterns.	5		
16. Opportunities for remedial instruction are provided	4	1	
17. Available foreign language and foreign culture resources of the community are exploited to advantage.	1	3	1
18. Culuturally authentic songs, dances, and games are used only as supporting activities for the learning of the foreign language.	5		
19. In FLES programs of three or more years duration, FLES teachers are skilled in preparing and teaching pupils to read.	5		

Comments:

Item 12 and 13: Earlier in the program's existence there was too much emphasis placed on vocabulary building and isolated structures. More recently there has been development of dialogues to teach the structure; MLA and locally prepared materials have been employed. I don't think sufficient advantage is being drawn from this approach, however.

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Materials of Instruction			
1. Commercially prepared materials of instruction, such as teaching guides, are being used in the FLES program.	3	2	
2. Instructional materials used in FLES instruction are coordinated with and lead into those used in grades 7-9		4	1
3. The course materials reflect the stated objectives of the FLES program.	5		
4. All FLES teachers in the district use essentially the same instructional materials	4	1	
5. The content of the instructional materials is culturally authentic	4	1	
6. The content of the instructional materials is suitable to the maturity of the pupils.	5		
7. Appropriate audiovisual materials are available in suitable quantity to insure realization of the program objectives. . . .	3	2	
8. Electromechanical equipment, such as tape recorders or record players, is used in the FLES program.	4	1	
9. FLES classrooms are physically equipped for the effective use of audiovisual and electromechanical equipment.	3	2	

Comments:

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Pupil Achievement			
1. Pupils' overall progress in foreign language learning is commensurate with the amount of previous exposure as well as the frequency and duration of present instruction.	5		
2. FLES pupils understand the spoken language to a degree commensurate with the conditions stated above.	5		
3. Pupils respond in the foreign language reasonably fluently and without undue hesitation.	5		
4. Pupils respond with accurate pronunciation and intonation . .	5		
5. After a sufficient period of prereading (audiolingual) instruction, pupils learn to read the foreign language meaningfully and without resorting to direct translation. . .	2	1	2

Comments:

Check (✓) the column most applicable to each item: (If the item does not exist, or does not apply in your school system, please explain this under Comments referring to the item by number.)	Strong Aspect	Needs Improvement	No Response
Evaluation			
1. A planned program of FLES pupil evaluation has been established	4	1	
2. All FLES teachers measure achievement with the same or similar examinations	3	1	1
3. Pupil progress is primarily evaluated in terms of speaking and listening comprehension	5		
4. Parents are regularly informed of pupil progress	4	1	
5. At the end of grade 6, FLES progress is evaluated by means of either standardized foreign language achievement tests or locally developed achievement tests	5		
6. The purpose of evaluating FLES achievement at the end of grade 6 is to assure retention of successful pupils in the program and to effect homogeneous grouping in grade 7	5		

Comments:

SUMMARY

Use as many pages as needed to indicate:

A. Outstanding aspects, practices and features of the FLES program.

Oral-aural proficiency of FLES teachers; skill and enthusiasm of FLES teachers; carefully planned sequential materials; stimulates and interest for children in the language; good staff relationship with classroom teachers; consistency of the program in terms of time devoted to it; attitudes of parents, students and other teachers.

B. The area(s) in which the most improvement is needed.

Urgent need for full-time coordinator and supervisor of the 4 through 12 program; articulation of program elementary and secondary levels; involvement of parents in the purposes and content of the program; differentiating instruction prior to the 7th. grade; smaller groups resulting in increased opportunity for students to speak.

SUMMARY (cont.)

C. What is being done to strengthen or improve the aspects of the FLES program most in need of improvement?

Program is being evaluated at this time, involving teachers, parents, students, and administrators; we are beginning to group earlier; very little has been done to arrive at overall articulation. The demands of language instruction as perceived by many secondary teachers has tended to influence the FLES teachers to the point where speaking and listening appear in danger of receiving less and less emphasis at the early levels.

D. Suggestions for further improvement.

Provide a planned program in one school for "ability grouping" in one foreign language (Spanish) at the intermediate 5 level after one year of language learning; reading and writing for some children in intermediate 5; full time leadership 4-12 language program which re-affirms philosophy of a legitimate FLES program in its emphasis on developing speaking and listening skills; ability grouping following 1-2 yrs. of instruction; originate program earlier than 4th. grade; use programed materials for independent learning.

Section VII: Recommendations for Revision of the Foreign Language Program in Wantagh

Superintendent Charles T. St. Clair

I. Evaluation of the Present Program

Our evaluation of the teaching of Foreign Language in the Elementary School (FLES) attempted to determine whether this instruction results in significantly higher achievement as measured by a standardized test; to find the pattern of continued study of foreign language in high school and early college; to sample opinion of parents, teachers, guidance counselors, and students now in college concerning FLES; and an evaluation of our FLES program by elementary principals, using a rating instrument developed by the New York State Department of Education.

(a) The Objective Test Results. The Modern Language Association Cooperative Foreign Language Tests were administered to Wantagh students presently enrolled in Levels II, III, and IV in French. This test was chosen because it emphasizes comprehensive goals, including speaking, listening, reading, and writing. We matched students who had studied foreign language in the elementary school (FLES) with others in our schools who had begun their language study at a later time (NON-FLES). The results of achievement in foreign language skills showed a significant difference in favor of FLES students at Level II but no significant difference at Levels III and IV. This leads to the conclusion that the advantage enjoyed by FLES students tends to disappear in later years of the language.

Our local results are borne out by studies made elsewhere on the long-term effects of FLES. John Carroll, writing in The National Elementary Principal, May, 1960, says of the long term effects of FLES.

> "No reports are available to give solid answers to such questions as: How long do children retain their knowledge of FL's acquired in the elementary school? Do children taught a foreign language in elementary school have any advantage when they study the same foreign language in high school or college? Do they have any advantage when they study a different FL in high school or college? How well

> can an adult relearn a language studied as a child? The substantial longitudinal studies necessary to answer these questions urgently need to be started.
>
> "The scanty researches available do not give much comfort. Price found that fourth year French students in an Eastern girls' prep school who had had eight or more years of French previously made somewhat higher scores on a College Board French Test than those with only four to seven previous years of French. Justman and Nass studied 100 pairs of high school students matched in sex, age, and IQ but differing in whether they had had FL training (French and Spanish) in elementary school. The results may be roughly summarized by the statement that students with previous FL training tended to get slightly better marks than their controls in the first high school language course they entered, but were barely able to maintain superiority in subsequent courses. The net effect of the elementary school training was a saving of a semester or two for the 45 students (out of 100) who had been allowed to enter a high school language course at an advanced level."

Our testing in Wantagh shows no persistent substantial difference in achievement in language skills, including speaking, for students who studied foreign language in the elementary school as compared with pupils who had not had FLES experience.

(b) The "Language History" of our present Seniors. Among interesting data concerning the pattern of foreign language study in junior and senior high school is a significant fact that few of our students continue to study the language through a six-year secondary school sequence. Of 184 pupils who completed Level I of Spanish, only 26 pupils currently are enrolled in Level V (the normal level for the senior year). For those who studied Spanish in the elementary school, 104 pupils completed Level I in grades 7 and 8, but only 21 are still studying Spanish as seniors. This lack of persistence in the study of the foreign language is an evident weakness in our foreign language program.

There is general agreement among professionals that the foreign language sequence should continue from its starting point through grade 12, especially for college-bound pupils. Paul M. Glaude, Chief of the Bureau of Foreign Languages Education of the New York State Department of Education, in a bulletin dated March 23, 1967, says in part:

> "The main point to be made here is that the purpose of early beginning foreign-language study is to establish a longer sequence fostering genuine achievement of legitimate goals, and not to encourage or foster early termination of foreign-language study. All concerned (pupils, parents, teachers, administrators, guidance counselors) must clearly realize that a college-bound pupil who begins the study of a foreign language in grade 7, for example, should thereby commit himself to uninterrupted study of that same language through grade 12.
>
> "If the pupil is unable or unwilling to commit himself, he should be advised to begin foreign-language study at a point (e.g., grade 9 or grade 10) which will permit uninterrupted study through grade 12. Further, a school system which finds that its program of early beginning foreign-language study does not produce long sequences (five-level or higher) terminating at the end of grade 12 should consider limiting the program to whatever beginning-point will produce an uninterrupted sequence of study through grade 12 in the case of college-bound pupils."

(c) Opinion Surveys. One can conclude from our surveys of parents, teachers and pupils that the FLES program generally is popular with a majority of people. If we were to base our evaluation of the program solely on opinion, FLES would be continued. Many respondents indicated their desire for a choice in the language to be studied rather than the present system of mandating French and Spanish in alternate years.

An important aspect of the survey of students now in college was their strong and repeated reference to the need for more emphasis on the speaking skill in our program of instruction in foreign languages.

(d) Evaluation of FLES using the New York State Education Department Cooperative Review Service instrument for evaluating Foreign Language in the Elementary School. Four elementary school principals and one assistant principal conducted independent evaluations of our FLES program, using the Cooperative Review guide. Their evaluation indicated that the Wantagh FLES is a strong program. Previous evaluations with the same guide also had indicated many positive aspects. The principals' evaluation pointed out the need for longer periods of instruction, especially in grade 6, and the necessity for greater articulation with the secondary school instruction. A strong need for a District Director of Foreign Languages was indicated.

(e) Lack of Articulation. Several aspects of the evaluation and subsequent staff discussions have reiterated a problem with articulation and coordination in a program designed to achieve a nine-year sequence of foreign language study for our pupils. There is some evidence of a difference in philosophy and methods between the elementary, junior high, and senior high portions of foreign language instruction.

Writing in The Florida Foreign Language Reporter, F. and G. del Olmo emphasize this problem of articulation which plagues many programs in public schools across the country.

> "A survey was conducted in 1958 to ascertain in which ways the problem of articulation was being handled at the seventh-grade level. The findings of the survey revealed that when pupils with FLES instruction reached the seventh grade, they were given a beginning textbook and, in some ways, were made to start their language study a second time. This past year, seven years later, one of us had the opportunity to correspond with a considerable number of foreign language supervisors as well as to visit several continuing FLES programs throughout the country. Once more, it became evident that the materials used in the seventh grade were beginning textbooks, almost without exception."

In theory, students graduating from FLES programs should never be placed with beginners at any grade level. In practice, mobility of population and the requirements of scheduling and of maintaining reasonable class sizes have thrown together pupils regardless of their FLES background. This has been true in Wantagh as well as in most other school districts which offer foreign language instruction in the elementary school.

(f) Summary. The evaluation indicates that FLES is popular with parents, teachers and students; that the Wantagh FLES program has been a strong one, staffed by well-qualified teachers; that problems of coordination and articulation exist between FLES, junior high school, and senior high school programs; that few pupils complete the desired nine-year sequence of study in a foreign language; and that there is no significant and persistent difference in achievement between FLES and NON-FLES pupils in Wantagh in any phase of foreign language skill, including speaking.

The objective test results indicate that there is no substantial difference in achievement resulting from a substantial investment in student time and district resources in the FLES program. A change is in order. One alternative, considered and rejected by the Superintendent, is the employment of a District Director of Foreign Languages and a concerted effort to achieve a closely coordinated and more flexible sequence of study, grades 4 through 12.

Rather, the Superintendent recommends the phasing in of a six-year program, grades 7-12, as outlined below. Support from the professional staff is far from unanimous for this proposal. Some administrators and many foreign language teachers favor a revised FLES program and the employment of a District Director. Others agree that a six-year sequence offers a more efficient solution to our local situation.

This proposal is not a criticism of the quality of our FLES program, which is superior. Rather, it is based on investigation here and elsewhere on the relative achievement of students with varying lengths of exposure to foreign language instruction.

II. Recommendation for Revision of the Foreign Language Program in the Wantagh Schools

(1) Assumptions

The proposal is based upon the following assumptions, with this list not necessarily inclusive:

(i) A strong six-year program will provide sufficient foreign language experiences to meet the needs of our students in college and other environments.

(ii) Continuity of study for at least four years is necessary for achievement of a minimal degree of foreign language skills.

(iii) The period of language study for a student should continue through senior year or at least should terminate as late in his high school career as possible.

(iv) Foreign language should be offered for the majority of the students (perhaps 75 to 80 percent in grade 7). This implies the necessity for homogeneous grouping of students for language instruction.

(v) Time spent in foreign language study probably is more crucial in student achievement than the age at which the instruction is begun.

(vi) Latin presents a special case. Every effort should be made to offer at least two years of Latin, with third and fourth years dependent upon enrollment.

(2) The Proposal

(i) Six-year sequences are offered in grades 7-12 for those languages which attract a sufficient number of students.

(ii) A logical Wantagh pattern might include French, Spanish, and German. German might be phased in at less than a six-year program during the transition period.

(iii) The student entering seventh grade has a choice of which language he will study, but not whether he will study a language. Some students would be excluded in favor of more attention to English language skills, but the majority are given foreign language instruction.

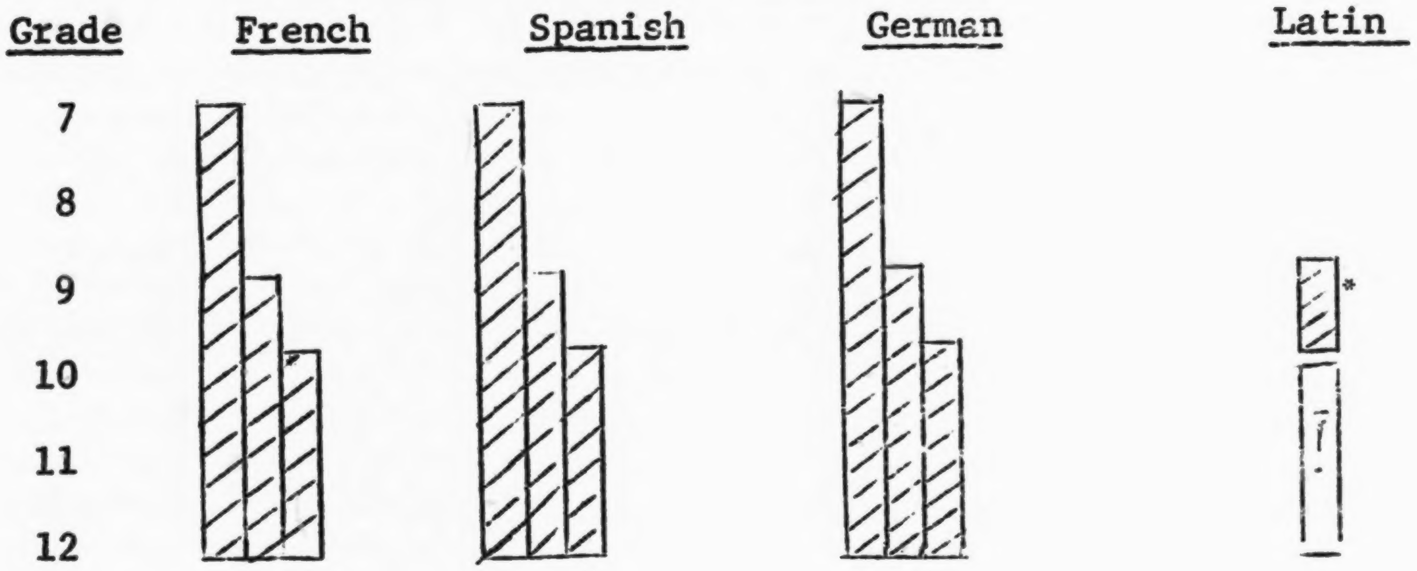
(iv) Four-year sequences and three-year sequences also are offered beginning in grade 9 and 10, for new entrants or for students desiring a second language. The four-year sequence is urged as preferable to the three-year sequence, although the latter is valid as preparation for continued study of the language in college.

(v) Latin I and II are offered. Latin III and IV depend upon a minimum enrollment of about 15 pupils.

(vi) In addition to language classes five periods per week, individual experiences in study carrels should be scheduled regularly. Also occasional large group sessions may be scheduled for foreign films and speakers.

(vii) Foreign language extra-curricular activities should be continued and expanded.

PROPOSED FOREIGN LANGUAGE PROGRAM



*Note: Latin I and II may include students in grades 9-12.

(3) Phasing in the Program

The following recommendation is made for phasing in the new sequence:

(i) For 1968-69, those students who have studied foreign languages for two years in grades 4 and 5 will continue the study of the foreign language in grade 6.
(ii) Students who studied a foreign language for one year only, in grade 4, will discontinue FLES next year.
(iii) The beginning of an elective six-year sequence will occur in the school year 1970-71.

(4) Strengthening the Six-Year Sequence

A re-definition of our commitment to the teaching of foreign language can be accomplished with a department operating under unified administration and supervision in grades 7-12. Agreement upon philosophy, goals, and methods and materials of instruction will be simplified with this organization. We have a strong foundation on which to build, as evidenced by the performance of our pupils, both FLES and NON-FLES, on the test used in this evaluation. We know that our graduates advise us to do more with speaking and listening skills. A recent grant under the National Defense Education Act will enable us to provide more audiovisual equipment which will expand student practice of oral skills. This recommendation gives priority to the establishment of a strong, unified foreign language sequence in the secondary school.

(5) Suggested Experimentation

Most of us subscribe to the "total immersion" theory - i.e., that a lengthy and continuous experience with a foreign language and culture is the most efficient way to learn the language.

An experiment currently under way in Commack has a half-day scheduled for instruction entirely in the foreign language (three classes - Spanish or French, humanities, and modern history - plus lunch). Other schools have established summer schools with a half-day or more of instruction entirely in the foreign language. We may wish to try out programs similar to these in Wantagh. A few schools have conducted summer study abroad (Puerto Rico, Montreal, etc.) with expense borne by the pupil. We suggest that Wantagh consider experimentation with this type of instruction.

APPENDIX A

AN OPINION INVENTORY OF HIGH SCHOOL GRADUATES
OF
THE FOREIGN LANGUAGE PROGRAM OFFERED IN THE WANTAGH PUBLIC SCHOOLS

DIRECTIONS

How well did the Wantagh Public Schools prepare you for the study of a foreign language?

That is what we would like you to tell us by filling out this inventory.

It is not too complicated and doesn't take very much time. In most cases you need only to place a check in the blank provided.

YOU NEED NOT PUT YOUR NAME ON THIS PAPER. (We feel that anonymity frees most people to say what they really think.)

Please use either a pen or pencil in marking your answers. Answer each question that applies to you.

Please mail the completed form as soon as possible.

A stamped return envelope is enclosed.

Dr. Charles T. St. Clair
Superintendent of Schools

A. Which Foreign Language did you study in elementary school? (Check one)

________ French
________ Spanish
________ None

B. Which Foreign Language did you study in Jr. H.S.(Gr.7-8)? (Check one)

________ French
________ Spanish
________ None

C. Which Foreign Language(s) did you study in Sr. H.S.(Gr.9-12)? (Check all that apply) - For each language, circle the number of years completed successfully.

________ French 1 2 3 4
________ Spanish 1 2 3 4
________ German 1 2 3 4
________ Latin 1 2 3 4

D. Which Foreign Language(s) did you study in your Freshman year? (Check all that apply)

________ French
________ Spanish
________ German
________ Latin
________ Other (   )
________ None

E. Which Foreign Language(s) did you receive advanced standing for in college? (Check all that apply)

Language	Am't. of Credit Awarded
________ French	________
________ Spanish	________
________ German	________
________ Latin	________
________ Other ( )	________

F. Which Foreign Language(s) are you presently studying? (Check all that apply)

________ French
________ Spanish
________ German
________ Latin
________ Other (   )
________ None

G. Which Foreign Language do you plan to study in your Junior and Senior year? (Check all that apply)

Junior Year	Senior Year
________ French	________ French
________ Spanish	________ Spanish
________ German	________ German
________ Latin	________ Latin
________ Other ( )	________ Other ( )
________ None	________ None

H. Please indicate briefly the reason(s) for your choice of Foreign Language in college.

____

____

____

I. Please indicate the degree of emphasis your college language program places on each of the following skills:

1. Oral Comprehension (Check one)

____ much emphasis
____ average emphasis
____ little emphasis

2. Writing (Check one)

____ much emphasis
____ average emphasis
____ little emphasis

3. Reading Comprehension (Check one)

____ much emphasis
____ average emphasis
____ little emphasis

4. Speaking (Check one)

____ much emphasis
____ average emphasis
____ little emphasis

5. Translation into English (Check one)

____ much emphasis
____ average emphasis
____ little emphasis

J. How well did the Wantagh Public Schools prepare you in each of the following Foreign Language skills?

1. Oral Comprehension (Check one)

____ very adequately
____ adequately
____ inadequately

2. Writing (Check one)

____ very adequately
____ adequately
____ inadequately

3. Reading Comprehension (Check one)

____ very adequately
____ adequately
____ inadequately

4. Speaking (Check one)

____ very adequately
____ adequately
____ inadequately

5. Translation into English (Check one)

____ very adequately
____ adequately
____ inadequately

K. To what extent did the Foreign Language Program in the Wantagh ELEMENTARY Schools contribute toward your preparation for continued language study? (Check one)

____ great extent
____ some extent
____ little extent
____ no Foreign Language Program in elementary school

L. In what respects was the Foreign Language Program of the Wantagh Public Schools most helpful to you?

____
____
____

M. In what respects do you think we can improve the Foreign Language Program of the Wantagh Public Schools?

____
____
____

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APPENDIX B

AN OPINION SURVEY OF PARENTS
OF
THE FOREIGN LANGUAGE PROGRAM OFFERED IN THE WANTAGH PUBLIC ELEMENTARY SCHOOLS

DIRECTIONS

How do you feel about the Foreign Language Program in the Elementary Schools?

That is what we would like you to tell us by filling out this inventory.

It is not too complicated and doesn't take very much time. In most cases you need only to place a check in the blank provided.

YOU NEED NOT PUT YOUR NAME ON THIS PAPER. (We feel that anonymity frees most people to say what they really think.)

Please use this stamped, self-addressed envelope in which to return the completed form as soon as possible.

Dr. Charles T. St. Clair
Superintendent of Schools

A. How many of your children are presently taking Foreign Language in the Wantagh Public Elementary Schools? 0 1 2 3 3+ (Circle one)

B. How many of your children took Foreign Language in Wantagh Public Elementary Schools in past years? 0 1 2 3 3+ (Circle one)

(FOR EACH ITEM, C THROUGH G, CHECK ONE RESPONSE)

ITEMS	RESPONSES			
	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
C. Foreign Language should be taught in the Elementary School because children of this age have less difficulty learning the language.				
D. Foreign Language instruction in the Elementary School helps children better understand peoples of other countries.				
E. Foreign Language instruction in the Elementary School encourages children to continue their study of language.				
F. Only children who do satisfactory work in their other subjects should be allowed to take a foreign language in Elementary School.				
G. Foreign Language instruction should not begin before grade seven.				

H. (Answer if applicable)
To what extent do you feel the Foreign Language Program in the Wantagh Elementary Schools contributed toward your child's/children's preparation for language study in the Junior-Senior High School? (Check one)

_______ great extent
_______ some extent
_______ little extent

I. Some parents have suggested that only one language be taught in the Elementary School. If only one language were offered, which of the following do you feel should be selected? (Check one)

_______ German
_______ Spanish
_______ French
_______ Other (   )

J. In general, which of the following best describes your child's/children's attitude toward Foreign Language instruction in the Elementary School? (Check one)

_______ very interested
_______ somewhat interested
_______ not at all interested

We would appreciate any additional comments you may have concerning the Foreign Language Program in the Elementary Schools.

APPENDIX C

AN OPINION SURVEY OF TEACHERS
OF
THE FOREIGN LANGUAGE PROGRAM OFFERED IN THE WANTAGH PUBLIC ELEMENTARY SCHOOLS

DIRECTIONS

How do you feel about the Foreign Language Program in the Elementary Schools?

That is what we would like you to tell us by filling out this inventory.

It is not too complicated and doesn't take very much time. In most cases you need only to place a check in the blank provided.

YOU NEED NOT PUT YOUR NAME ON THIS PAPER. (We feel that anonymity frees most people to say what they really think.

Please return the completed form to your principal by Tuesday, January 16, 1968.

Dr. Charles T. St. Clair
Superintendent of Schools

Please check the appropriate category.

____ Elementary Classroom Teacher
____ FLES Teacher
____ Guidance Counselor
____ Jr. H.S. Foreign Language Teacher
____ Sr. H.S. Foreign Language Teacher
____ Administrator

(FOR EACH ITEM, A THROUGH L, CHECK ONE RESPONSE)

ITEMS	RESPONSES			
	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
A. Foreign Language should be taught in the Elementary School because children of this age have less difficulty learning the language.				
B. Foreign Language instruction in the Elementary School helps children better understand peoples of other countries.				
C. Foreign Language instruction in the Elementary School encourages children to continue their study of language.				
D. The Foreign Language Program in the Wantagh Elementary Schools contributes to a great extent towards students' preparation for foreign language study in the Secondary School.				
E. Children in the Elementary School Foreign Language Program exhibit great interest toward foreign language instruction.				

ITEMS	RESPONSES			
	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
F. Only children who do satisfactory work in their other subjects should be allowed to take a foreign language in the Elementary School.				
G. Foreign Language instruction should not begin before grade seven.				
H. More emphasis should be placed on reading-writing in the Foreign Language Elementary School Program.				
I. Only one foreign language should be taught in the Elementary School.				
J. Children in Elementary School should be grouped for foreign language instruction according to their ability in the foreign language.				
K. More time in the Elementary School should be devoted to the study of foreign language.				
L. Time spent in foreign language instruction in the Elementary School could be better spent in other instructional areas.				

M. In your opinion, should the Foreign Language Program in the Wantagh Elementary Schools be: Continued? Discontinued? Modified? (Please comment).